
Closing Success Gaps for First Time in College Students through Tutoring at a Texas Community
College

By

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Abstract

Researchers have determined the positive influence that higher education administration can have on first-time college students' utilization of the support services." (Pace University, 2022). This study will show what has any direct impact on their academic success when reaching higher education. The focus population included multicultural male and female Students from various K12 institutions. Questions were asked regarding the students' developmental stages to determine if there was any significance to the theory of development by Chickering. According to Chickering's Student Development Theory, there were three types of competencies intellectual, manual skills, and interpersonal competence. Chickering (n.d.) states the first developmental area is intellectual development, which involves the ability to analyze and understand what the student would be taking in, while manual competency includes the ability of the student to accomplish tasks. Lastly, interpersonal competence looks at the student's ability to establish positive relationships. These are important when it comes to students' development.

Dedication

I would like to dedicate this accomplishment to my children, you were the motivation for me to be an example of what Dr. King would look like to you. Now, I have paved the way for Dr. Aireon, Dr. Kaylah, Dr. Kya, and Dr. CJ. You can accomplish exactly what you desire in this life. To my Parents, I am proud that you can see one of my greatest accomplishments.

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Crystal B. Stigler, you're next! Thank you for being a major supporter and helping me in ways you may never fully realize. To the Texas Doc Girls, thank you for encouraging me to strive for greatness!

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CHAPTER I: INTRODUCTION

According to the National Student Clearinghouse, about 76% of students persist or continue to the next term in higher education institutions because of the support given at each step of the student's academic journey (Rinn, 2022). First-time in college (FTIC) students are more successful when participating in Student Support Services (SSS), eight programs that are funded as part of the TRIO programs included in the United States Department of Education. The focus of the SSS program is to serve FTICs' navigation of the higher education process. Some areas of support for the SSS program are retention, which encompasses academic success or tutoring, transfer, and completion. Findings from the study on "Student Retention Strategies" showed an impact on grade point averages, retention, and the credits they earned over time to be the most impactful (Rinn, 2022). Knowing students suffer from a lack of completion, higher education leaders could implement various support services to aid in success (Ezarik, 2022). One method focuses on how institutions communicate directly with FTICs. This study will show what could be done to support the next generation of leaders and close the gap in this area.

Researchers have provided evidence that community colleges are faced with an increased number of students needing to begin their higher education journeys with remedial coursework; studies show about one in four college students need remedial support (Gallard et al., 2010; Barrington, 2023). Several environmental influences can impact students' continual development and success through institutional policies, programs, teaching, curriculum, and student communities (Robinson, 2011). This study will review those components and discover if student developmental, or academic support contributes more heavily toward successful outcomes. At the beginning of 2000, Texas saw a rise in higher education college-ready students, however, there are still several students that are underrepresented. Therefore, the Statewide Developmental

Education Plan (2009 DE Plan) was implemented and caused public higher education institutions to increase their success in student advising, instructional diversity, and intensive program structures, such as tutoring services. With the number of students needing developmental support, the Texas Higher Education Coordinating Board (THECB) issued a legislative law, House Bill 2223 (HB 2223), that would continue to support THECB's vision of being a global leader in the design and implementation of multiple education initiatives (THECB, 2021). One is the completion of 60x30TX. This completion goal of 60x30TX means 60% of students within the age range from twenty-four to thirty-five will be certificate holders by 2030. Furthermore, with efforts to fulfill the completion goal, the co-requisite model was developed. The literature review will focus on FTIC student math cohorts, placed based on assessment score reports inclusive of one of the following: Texas Success Initiative (TSI), America College Testing (ACT), Scholastic Aptitude Test (SAT), State of Texas Assessments of Academic Readiness (STARR). The study will look at the students who find challenges with the first and second assessments of the course. These students will then be offered additional support and observed throughout the course.

Background

Community colleges historically have a primary focus on student success and completion. However, over the last several years there has been empirical research that highlights the impacts of utilizing Student Support Services. The study shows what could happen when higher education leaders discover additional methods to support FTICs. The Texas Higher Education Coordinating Board (2021) shares that in 2018 Requests for Applications (RFA) were opened to the community and technical institutions to enhance remedial course offerings for underprepared students (THECB,2021). At this early stage, 4,000 students were supported with

limited funding. However, later 18 schools out of 38 applicants were granted funding. Those given awards made modifications to their developmental education (DE) and implemented the following models:

1. Enroll students in a concurrent model of the first college-level course with DE course/intervention scheduled before or after the credit approach, providing just-in-time support from a content expert, such as a developmental education faculty member.
2. Enroll students in a sequential model of intensive, short-term DE course/intervention delivered in the initial part of the semester addressing relevant basic skills, with the college-level course starting immediately after that, with additional ongoing support throughout the college-level course period (e.g., 4+12-week or 8+8-week model).
3. Enroll students in a one-semester corequisite model that differs from the above, including simultaneous first college-level course and DE intervention in the same subject area.” (THECB, 2021)

Over the past three years, institutions in Texas have begun receiving completion-based awards, motivating colleges to discover additional methods to close completion gaps. This study is important to the impact of completion rates and helps students find reality within the dreams of their educational goals. This research shows how education professionals can build diversified services that support closing the skills gap, and this aids in retention as well as completion rates. Because of this, there will be more individuals who are meeting the goals of the 60x30TX plan. Moreover, this study will support higher education administrator-level leadership, secondary educational leaders, and local business owners, by aiding them with a greater understanding of how they can assist in the development of educational programs.

Additionally, supports individuals when they are educationally equipped and prepared for

the workforce. Over and above that, First Time in College (FTIC) students will be affected by the study as it will show leaders successful measures of support.

Students who drop out of college, or "leavers," as characterized face a financial loss in their future earning potential (Hazelbaker & Mistry, 2021). Adults' annual incomes rise in proportion to the level of education they receive from various educational institutions, according to (Kamal et al., 2021). It can be assessed by Jiang et al. (2022) in their study, which demonstrates that an employee between the ages of 25 and 34 with the minimum level of education of a high school diploma earned an average pay of \$24,000 less per year as compared to employees within the same age range who possessed a bachelor's degree.

Thus, based on current literature, obtaining an associate degree is shown to enhance an individual's earning potential by an average of \$10,000 per month compared to those with only a high school diploma (Kim, 2022). According to data from the U.S. Department of Labor, education is consistently positively associated with earnings, meaning that as education rises, so do incomes (Admiraal et al., 2021). According to additional data from Admiraal et al. (2021), high school graduates have greater unemployment rates than those with an associate degree or a bachelor's degree, which can reach approximately 9.4% and 6.8%, respectively. It demonstrates unequivocally the significance of completing education to receive greater pay (Ait Hammou and Elfatihi, 2019). It may not only be advantageous for the individual, but it may also offer financial stability during job searches or when a person loses their job and is unemployed.

From a wider perspective, there is concern among some state leaders about the lack of skilled workers in jobs requiring a college certificate or degree and the effect of this deficit on the

the economy of the country (Awuor, et al., 2022). Unfortunately, government leaders are forced to make decisions regarding limited resources in areas such as education, and often, the result is a decrease in appropriations for higher education (Arinaitwe, 2021). Ironically, leaders are calling for increased opportunity and access to workforce development and two-year community college. People are affected if they are unable to continue their education or enroll in higher education because of their financial, familial, or personal situation (Anderson & Holloway, 2020). Even though they continue to get some government assistance, they may now incur higher out-of-pocket costs.

Problem Statement

While the literature indicates that tutoring supports FTICs (Rinn, 2022), the motivations for using tutoring services at Texas Community Colleges (TCC) remain unclear. This raises the question: "Do student support services, such as tutoring, assist with academic success?" This study aims to discover what encourages FTICs to utilize the services included in their college tuition. A significant percentage of FTIC students score at remedial levels on the college placement exam, placing them into developmental or co-requisite courses. Despite available tutoring support for the college placement test, 53% of students are still not college-ready (THECB, 2021). Some students opt to complete developmental courses instead of studying and retaking the exam.

Purpose of the Study

The purpose of the study is to discover the lived experiences of FTICs, the strategies they implement for success, and those that influence their educational advancement. It is beneficial to learn the importance of student support to ensure we meet the needs of the current and future student population. Administrators will be able to review the research found because of this

study and better prepare themselves to strategize supportive plans with an understanding of the experiences of FTICs. Furthermore, with this level of understanding, the implementation of these new support methods can be completed with ease. The research for this project will implement a case study; with the population of focus being a cohort of first-time college math corequisite students from a Texas community college.

Research Questions

1. How does self-care impact FTICs academic success?
2. How does the institution promote student success through tutoring for FTIC students academic success?
3. How do students decide to utilize tutoring services?
4. How does institutional messaging influence students' decision to utilize tutoring services?

These questions will be answered by presenting a case study of FTIC students.

This study utilizes a case study research approach. According to Johnson and Christensen (2020), case study research is explained as a “bounded system”. A “bounded system” is described as the boundaries of a set of interrelated elements that form an organized whole. In addition, cases are not only entities such as groups, classrooms, or people, but also inclusive of events and activities. In case studies the researcher can focus on the process and results. Moreover, case studies allow the researcher to use a holistic strategy in which the researcher identifies the components of a case, to experience how those parts operate together (Johnson & Christiansen, 2020). When using case study research, the researcher must focus on the research designs, encouraging the pathway for the study. There are three types of case study designs inclusive of intrinsic, instrumental, and collective. This research will utilize the collective case

study approach to compare the outcomes of several cases within one research study. The researcher must also ensure that the participants that are chosen meet the criteria of the phenomenon that is being studied. The limitation could include the participants' location, as the researcher may not receive the participants from all geographic areas within the United States and different religious denominations.

Definition of Terms

This section defines terms that will be used throughout this research to help better understand the research topic and the meaning of words as they are used throughout this study.

Assessment: "A variety of systematic collection, review, methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students using qualitative and quantitative data to improve learning." (Fuller.edu, 2022; Sabbot, 2015).

Co-requisite: "Allows the student to enroll in the entry-level college course but requires co-enrollment in a developmental education course/intervention designed to support the student's successful completion of the college-level course." (THECB).

Community College: "Community colleges, sometimes called junior colleges, are two-year schools that provide affordable postsecondary education as a pathway to a four-year degree." (Homeland Security, 2012).

Face-to-face: Classes that are taught in an in-person setting. (Lonestar.edu, 2022)

First Time at Lone Star (FTAC): Includes the first time at any Lone Star College (Lonestar.edu, 2022).

First Time In College (FTIC): Students with 0 credit hours at the start of the term.

(Lonestar.edu, 2022).

Intellectual Competence: “Refers to the ability to understand, analyze, and synthesize”

(Chickering, A. n.d.).

Interpersonal Skills: “Refers to working and establishing relationships with others”

(Chickering, A. n.d.).

Manual Skills: “The ability to physically accomplish tasks, where interpersonal competencies refer to working and establishing relationships with others” (Chickering, A. n.d.).

Multi-Cultural: “Refers to activities or processes that are initiated and managed by an individual to support one’s health and well-being, attending to one’s needs, or provide stress relief” (Bressi & Vaden, 2017).

Student Success: Favorable or desired student outcome (Indiana State University, n.d.).

Student Learning: The percentage of student’s involvement in activities that have been attributed to excellent learning achievements in postsecondary learning (Michael, R. 2016).

Conclusions

This study will help leaders discover ways to support student success and completion. It will give a roadmap of success to those FTICs looking for guidance on how to successfully finish the classes and programs they are enrolled in. This research will help administrators design programs that will support student success and completion, utilizing a Case Study Analytical Framework, as it allows for the gathering, analysis, and understanding of the transcribed interviews in a trustworthy manner, focusing on the individuals' lived experiences (Alsaigh &

Coyne, 2021). This approach aimed to illuminate the participants' conditions, perceptions, understanding, and experiences. To ensure an efficient timeline, the research process was divided into various stages. The planning phase involved conceptualizing the study, reviewing developed questions, and planning. Recruiting participants, which involved developing a recruitment strategy and scripts, contacting potential participants, and following up with emails and phone messages. Finally, reviewing and analyzing the data and preparing a written report will be the final analysis needed. Last to be shared are the results of the research and participant interviews. Limitations that can be identified currently are the research was completed with one school's single campus. Recommendations going forward would be to widen the scope by allowing more than one campus to participate. Chapter two focuses on the literature review, it gives support to the research that has already been completed on the subjects surrounding first-time college student course success. Chapter three looks in on the methodology, it shares how the researcher will describe the detailed process in which research is conducted. In this section, the research design, and approach will be chosen for the current exploration. Furthermore, techniques that will be most appropriate for data analysis and data collection will also be explained. Finally, ethical consideration will be provided regarding which research should be followed in the entire study. Additionally, chapter four will spotlight the findings. It will focus on data collection and the results of the research. Lastly, chapter five will highlight the implications for higher education professionals, recommendations for closing success gaps for first-time in college students through tutoring at a Texas Community College, and future research that can be generated to support the success of this student population. It will also give an insight into the research question and an understanding of how it is relative to current research. These research findings will share the relation or lack of to the current literature.

CHAPTER II: LITERATURE REVIEW

The research in the field of student success and their learning is crucial and a valuable part of the education sector and for the academic excellence of the students. This literature review will try to shed light on the development of First Time in college (FTIC) students learning during their academic classes. It will further reflect on the impacts of student development on their academic success. Institutions have measured student success in multiple ways, encompassing retention rates, academic achievement, and educational advancement. Student success and tutoring is the most important topics for higher education systems; it is pivotal for administrators to make effective decisions because of the scrutiny driving educational institutions to turn over industry-ready graduates (Insights, 2022). Academic institutions must prioritize students' achievement since it is seen as an important metric for judging the caliber of the academic system. FTIC students are first-time students entering college therefore, they usually have very little idea about life at the college. As an administrator I have observed phenomena closely related to this literature work as it focuses on the student's experience in their college life. This review will reflect on the impact of the utilization of the tutoring center and peers. Furthermore, there are some impacts on FTIC students while they attend college to learn and develop their academic skills in their chosen field. Therefore, this part of the research will also discuss the impacts on FTIC students during their time in the community college. In addition, this report will highlight the impact of mandatory tutoring on the completion of college courses. In addition, students' success also has a connection with their self-care practices. These practices are crucial to the development of the students, and they are also included as part of the research. The role of the student support systems such as parents, spouses, and children are included as part of the research. The research will further focus on the impact tutoring support

services have on FTIC students while also highlighting the factors that motivate the students to utilize tutoring support services as part of their academic learning guide. As this review approaches the end, the challenges faced by the FTIC students and strategies that can help the students elevate their academic development and make them successful will be presented. Lastly, the theoretical framework and literature gap are added to feature the relevancy of the theoretical data and project the main gaps where further research can be conducted.

Student Success and Tutoring

The percentage of students' involvement in activities attributed to excellent learning achievements in postsecondary learning has been termed student learning. The word "student involvement" has a profound effect that may be seen across the atmosphere of higher education (Michael, 2016). Lack of personal aspirations for a college career and the expressed ineffectiveness of the curricula are the biggest contributors to student productivity loss (Nagengast & Marsh, 2012). Academic achievement is more likely when students get purpose and meaning from their time in college, i.e. when they see correlations between what they are studying there and their current aspirations or future objectives. The likelihood of a learner succeeding develops in direct proportion to the level or depth of their involvement in the learning experience, i.e. the level of effort they devote to their college education within and outside of the classroom (Bradberry & De Maio, 2019). Student laziness and disconnection, on the other hand, destroy academic progress and student determination. The level of information accumulation and overall intellectual growth of a learner is inversely correlated with their interest or commitment to academia or their college experience (Jayadeva et al, 2022).

Participation of students beyond the lecture hall is a strong determinant of student success, according to Kuh et al. (2006) Learners who use such supportive services and connect

with the experts involved in their provision are more likely to complete college (Kahu et al, 2017). When students feel accepted, respected as moral beings, and contribute to the institution, they are far more successful in school. College procedures or regulations that depersonalize or marginalize students, however, undermine student performance. The performance of the student is more likely to happen when they feel their achievements matter, or when they feel they have significant control or influence over their own personal and academic success. Conversely, when learners feel powerless or despairing, their chances of succeeding are lower.

Reflective thinking is as important as action to learn effectively. The alternative to active involvement is this kind of reflection or careful personal review (Yildiz, 2020). Additionally, brain research demonstrates that critical personal reflection and active involvement entail two different mental states of consciousness. Students who are more conscious of their modes of thought, learning preferences, and learning methods perform better academically. Additionally, when students associate with themselves or self-check their understanding, as well as when they adapt their understanding processes to fit the needs of the current learning area. Social communication, teamwork, and the development of relationships between the learner and other campus community members including classmates, instructors, staff, and administration all affect student achievement. This big improvement in learning, attempting to teach, and campus life cannot be addressed without giving appropriate attention to the tactical positioning of instructing and tutoring within colleges, and the effort to keep improving higher education learning cultures (Albashtawi and Al bataineh, 2020). Tutoring is a fundamental approach to enhancing students' intellectual development and career objectives and is an essential component of a university's teaching and learning process. All learners who attend benefit from high-quality tutoring, which also increases retention and enables advancement across the college system.

Tutoring, whether in person or small groups, is instructional support. It differs from conventional instruction rather than supplemental, which means it supports or enhances standard teaching methods. There is no one explanation for the job of a personal tutor, however, in academia it is regarded as academic personnel who offer integrated assistance around a personal academic level, incorporating "knowledge regarding college systems, protocols, and aspirations, academic evaluation and enhancement, welfare support for students" (Grey and Osborne, 2020).

Personal tutoring might involve being a learner's first point of interaction, supporting the sharing of information, and providing educational training and assistance. Additionally, it improves skill learning and productivity while supporting FTIC students' well-being. Moreover, it assists with providing recommendations for greater resources and information, spotting and assisting learners who are in danger of withdrawal, and developing a familiarity with learners that facilitates inclusion and a sense of connection. Regardless of their background, students enter college by keeping these things to one side. Different groups evolving to the college experience, expanding access communities, as well as those from cared-for backgrounds or who reside in areas of multiple deprivations, adult returners, those in low representative groups, some students belonging to this group who are first-time college students in their family, benefit from personal tutoring (Gillen-O'Neel, 2021). However, it is accepted that even those who have a smooth transition through university life require the assistance of a personal tutor because the system's existence lowers student anxiety. Tutoring in higher education is also crucial for learners who are at risk of dropping out, as well as for equal rights and the incorporation of minors and previous groups that were not treated with the same respect. Tutoring can help to reduce inequalities by promoting equal learning opportunities, fair access to educational

resources, and social cohesion. Tutoring can thus be used as a vehicle to address complex social issues.

FTIC Students' Perception of Tutoring

According to Gillen-O'Neel (2021), research was conducted based on the objective of evaluating the influence and student perspectives of in-class and outside-of-class on students' educational attainment at a college. Even though the direct impact on academic results was not clear, learners reported that the in-class tutoring assistance had a beneficial effect on their scores. Student academic achievement and engagement are now top priorities for higher education institutions (Grey et al., 2018). Even so more investigations have indeed been undertaken to find what factors may lead to a college student's failure or exit from an institution. While student factors that contribute to student success are sometimes beyond the institution's control, it has been discovered that having provided modern approaches to tutoring can help students succeed in continuing their pursuit of a college education. Community colleges have evolved in recent years, and policymakers are taking a fresh perspective on the institution and the implications it makes through its services. More people are returning to higher education from a variety of markets, including dual credit, workforce, and continuing education, and the impact on national and local credentialing is expected to grow (Etunknwa et al, 2019). These colleges and universities benefit student development by assisting FTIC learners in developing good bonds. Courses and practices known as academic support are employed by colleges for students' intellectual development, particularly for those who are at risk for poor academic accomplishment. Many different tactics have been devised to give kids extra support and all grade levels can benefit from these tactics. Tutoring may be the most evident and important aspect of academic support. To improve students' skills and knowledge, efficient tutoring

programs give them encouragement, personalized attention, meaningful learning, and remedies for their poor approaches. Despite growing proof of its worth, tutoring programs have recently been under pressure and even labeled as "under crisis" (Bradbury et al., 2020). Academic achievement is strongly influenced by several social integration factors, such as engagement and belonging (McGill & Barton, 2020; Jieyi et al. 2022). Students want to get to know their instructor before asking for help, thus it is recommended that they be assigned a tutor in their subject area who also educates learners, preferably in their first year.

The literature surrounding the student perspectives shows that personal tutors must initiate conversations with the students in their mundane teachings and training. The monitoring of learners and their grades by their tutors triggers the connection of the communication between the tutor and learners' goals in student engagement and success. The students feel more inclined towards their tutors when they utilize the proactive approach and regular monitoring of their progress (Tursunboyeva, & Ashirova, 2021). The proactive approaches utilized by the tutors are the actions that can be taken in the earlier stage to prevent potentially fewer grades or difficulties in their academic achievement. The students who make the best use of this approach reported being more satisfied and content with their learning in higher education. Another perception of the students is that the tutors' connection with the students outside of their conventional meeting time also helped the students learn. Weekly or daily contact outside of routine school hours can become productive for the students (Bender et al, 2022). Students have certain expectations from their tutors so that can bring out the best in the students in their learning objectives. These achievements are being empathetic towards them by understanding their lack of confidence and stress in their mind regarding other things in their life. The teachers can become more honest with the students by accepting certain topics outside of their learning. Tutors could display

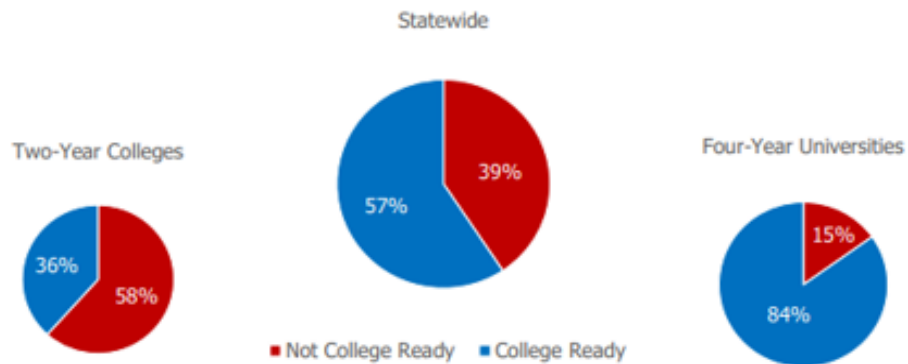
enthusiasm in their approaches to teaching the subjects to the students for them to develop a great understanding of the course during classes. Being good listeners can help the FTIC students by listening to their misconceptions and errors. Students expect their tutor to be a person who encourages independence in their class sessions (Mirzaei & Meshgi, 2021). It means that tutors can help students in the development of habits to be independent, more creative and innovative. Students often feel comfortable in the class when their queries are addressed and relate to the topic in the class hence, they expect the teachers to be more patient so that even basic questions can be answered without a shift of attitude. Confidentiality is one of the most important expectations of FTIC students in their college time through which they do not feel ashamed (Ma et al, 2020). In addition, the perspectives of the positive tutor for students also reflect as being a motivator of the students. This is one of the basic and most perceived thoughts of the students throughout their college life due to which they can develop engagement and be fueled to perform better in class.

Historical Background

In the mid-1900s Community Colleges saw an increase in student enrollment (Kozak et al., 2021). Because of this growth, concern grew regarding the transfer of mathematical courses to four-year institutions, and in 1967 an association for mathematics was formed (Kozak et al., 2021). The Mathematics Association of Two-Year Colleges' three main objectives were to provide a national forum to present ideas to better support students learning their first two years of taking math at community colleges, to coordinate activities on a national spectrum, and to advocate for the professional development of those who joined (Kozak et al., 2021). This was the start of understanding the need to support first-year students' success in math.

Many FTICs are not college-ready (see figures 1 and 2) showing the level of preparedness colleges must address. Figure 1 shows the percentage of students leaving high school and entering higher education in two and four-year institutions and then shows the combined state count.

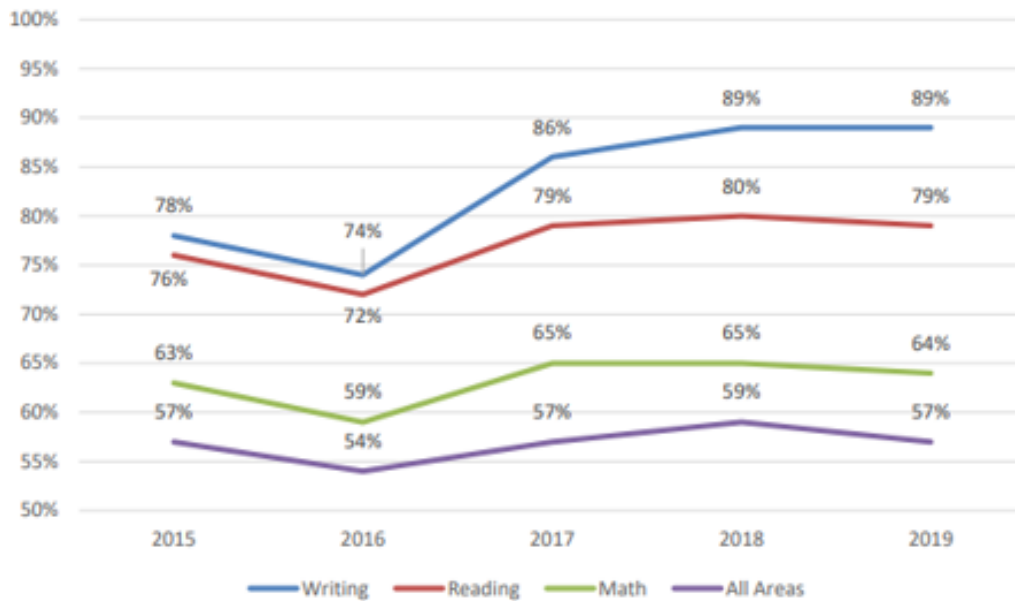
Figure 1. Percentage of Fall 2019 First Time in College Cohort Entering College-Ready



Note: College-ready students are those who met Texas Success Initiative benchmarks in math, reading, and writing. Not ready are the students who did not meet the benchmarks.

Source: The Higher Education Coordinating Board (2020)

Figure 2. Statewide – Percentage of First Time in College Cohort Entering College Ready by Subject Area Source: The Higher Education Coordinating Board (2021)



Note: Numbers are calculated with certified or error-free data supplied to the Texas Higher Education Coordinating Board

Source: Texas Higher Education Coordinating Board (2020).

Community colleges have changed compared to several years ago, now policymakers are taking a new look at community colleges and their impact on the people they serve (Pretlow et al., 2022). Pretlow et al. (2022), share more individuals are returning to higher education from diverse markets, inclusive of dual credit, workforce, and continuing education, and the impact on national and local credentialing is anticipating growth. Community College has an important role within the communities they serve. These institutions are a part of student development because they contribute to assisting first-time college students (FTIC) to build strong relationships (Fay et al, 2022). Schools are an essential part of how students develop.

Students find trust in the faculty, advisors, and administrators that guide them through their academic and social higher education experiences (Fay et al, 2022). Finding individuals

FTICs can go to as a resource is important and supports successful outcomes. FTIC's college experience during the first two semesters is a vital factor in the decision to persist (McKinney et al., 2022). This coupled with academic success is a motivator toward completing educational goals. Focusing on how students develop will aid in understanding their key points for success.

The First-Time in College Student

First-time in college (FTIC) students are described as those students coming out of high school taking college coursework for the first time (Lonestar.edu, 2022). When students enroll in college classes there are many factors they must consider. According to McKinney et al. (2022), students must make decisions on their program, class schedule, and course load. However, the impact of making mistakes with these decisions is substantial and can cause delays in graduation, courses that do not support the program plan, and even excess credits (McKinney et al., 2022). With this knowledge, more of a guided pathway is presented to the student to avoid complex choices and support them with structured maps to navigate the first-year experience. FTICs have a variety of important decisions to make, and advisors help them to create student-focused selections that drill down to career goals, the quality of the faculty, and previous grades (McKinney et al., 2022). Once the student is enrolled in the course, faculty take over the guidance process. In addition to those factors mentioned, the student developmental process has a lot to do with the success of a student along with the environmental aspects.

Students and Mental Health

According to a national survey of community colleges, basic needs and mental health issues are major barriers to students finding success in college (Broton et al., 2022). Having solid support systems can offer better safeguards for those FTICs who are facing these types of challenges. Basic needs are described as food, water, and shelter, and their mental health is

known as psychological and emotional stability (Broton et al., 2022). Community colleges are now facing an increased rate of mental health and need insecurities. It is the inflated rate of these types of issues that are causing poor success rates (Broton et al., 2022). Researchers have shown the relationship between poverty and academic achievement. According to Broton (2022), students with low grade point averages (GPAs) and retention rates have a higher association with mental health.

Impact of Attending a Two-Year Community College on FTIC Students

A higher level of self-determination results in better educational achievements, according to current research in the field of education involving two-year community college programs (Alzankawi, 2021). Higher perseverance, conceptual learning, and deeper engagement are examples of these consequences (Albrecht & Hill, 2022). The educators must support the FTIC students by fostering their intrinsic motivation if they are to build a greater feeling of self-determination (Bulakh & Shandruk, 2022). The reason for this is that to increase a person's level of educational engagement, their basic psychological requirements of relatedness, competence, and autonomy must be met (Brand, 2020). This calls for an understanding of internal elements and the incorporation of external social factors (Chang-Bacon, 2022). FTIC students can anticipate intrinsic motivation to be supported when social variables meet the three fundamental psychological demands. However, when these needs aren't met, a person's motivation is reduced (Cavendish et al., 2021).

The experience of one's behavior as volitional can also be discussed (Carpenter et al., 2022). By utilizing internal motivating resources, reducing external pressure, and using language and justification to make any activity more meaningful to the student, an environment that fosters autonomy can be created (Dong et al., 2021). When a pupil is competent, their

interactions with their environment are successful (Dionne & Turkmen, 2020). By presenting relevant learning activities, giving students the right feedback, and giving them the right tools for progress, teachers and tutors can boost students' competency (García-Martínez et al., 2021). The experience of being connected to and feeling like a member of a group is what is meant by relatedness, though (Gara, et al., 2022). When students perceive that a teacher cares about and respects them, this is realized (Hazelbaker & Mistry, 2021). According to recent research, the satisfaction of these needs—relatedness, competence, and autonomy—can be positively correlated with self-determined motivation, which includes introjected motivation, identified motivation, and intrinsic motivation, but negatively correlated with external motivation and regulation (Fischer & Lahmann, 2020). Several effects of community college on students can be identified in the literature and are explored below.

Financial Security

One of the key factors influencing a student's decision to enroll in college, according to Jiang, Yu and Zhao (2022), is their financial security (Farrell, 2020). According to the consensus among students, if they get admitted to a PhD program or postgraduate degree, they will be able to find respectable employment with a competitive salary (Kamal et al., 2021). There is no denying that recent polls demonstrate that high school graduates do not prosper as much as postgraduates or graduates (Admiraal et al., 2021). There are many different courses available right now in the education field. The remuneration depends heavily on the industry and the candidate's credentials.

Job Benefits

To keep their employees content and pleased, many businesses nowadays offer a variety of benefits (Ait Hammou & Elfatihi, 2019). Health cards, retirement benefits, housing

allowances, travel reimbursements, and many more advantages are among the perks (Kim, 2022). This aids the employees in taking care of their family's demands, particularly in the case of health issues that are frequently noticed, especially after COVID-19 (Awuor, et al., 2022). However, graduates and postgraduates are typically the ones who gain from these advantages (Anderson & Holloway, 2020). There are situations when an employee's pay is less than the perks he receives at home (Arinaitwe, 2021). Those who forego a college education may miss out on a lot of these advantages.

Career Opportunities

A college education teaches a student discipline (Albrecht & Hill, 2022). They experience thorough learning, comprehend the idea of teamwork, and recognize the value of communication (Bulakh & Shandruk, 2022). A better career can be attained by attending college (Cavendish et al., 2021). Many students struggle to decide what they want to do with their lives when they first start college, but by the time they graduate, all their uncertainties have been resolved (Carpenter et al., 2022). Community colleges develop their students' talents by providing high-quality instruction and fostering a lively learning environment through a variety of extracurricular activities (Dong et al., 2021). They learn these skills in college, along with how to comprehend the complexity and, most importantly, how to present their original ideas to their peers and coworkers (Dionne & Turkmen, 2020). People who have never attended college are not eligible for any of these perks.

A Future Investment

Students invest in their education through the college tuition they pay, which will pay off in the long run (Gara, et al 2022). A college education broadens a person's perspective and encourages them to create objectives for themselves (Fischer & Lahmann, 2020). Even though

college can be challenging for FTIC students, it helps them prepare for difficulties that will help them succeed in a competitive world. □

1. Investment in Education:

- The statement suggests that students make a financial investment in their future through college tuition payments. This investment implies that the money spent on education will lead to long-term benefits. These benefits could include higher earning potential, career opportunities, and personal growth through knowledge and skill development.

2. Broadening Perspectives and Goal Setting:

- According to Fischer & Lahmann (2020), college education plays a crucial role in expanding an individual's worldview. Exposure to diverse subjects, cultures, and ideas encourages students to think critically and see the world from different angles. This broadening of perspective is essential for personal development and helps students formulate clear goals and objectives for their future.

3. Challenges and Preparation:

- While the transition to college can be demanding, especially for first-time, full-time students (FTIC), overcoming these challenges is part of the educational journey. The difficulties encountered in college, such as academic rigor and time management, serve as valuable preparation for the competitive nature of the professional world. By navigating these challenges, students develop resilience, adaptability, and the skills necessary to succeed in their careers.

Impact of Mandatory Tutoring on Completing College Courses

Enabling students to intelligently participate in discussions on economic development and reforms is one of the key goals of the required coaching on finishing college courses

(Hazelbaker & Mistry, 2021). The requirement of tutoring for college students can also encourage and prepare them to manage resources wisely and effectively (Jiang, et al., 2022). Additionally, it encourages pupils to cherish the social, cultural, and economic values of society and to respect the dignity of work (Kamal et al., 2021). Furthermore, it helps students learn skills necessary for finding real-world solutions to social issues.

Admiraal et al. (2021) define peer tutoring as a cooperative learning strategy focused on the formation of student pairs with an unbalanced relationship; that is, the tutee and tutor do not possess equal academic competence but instead have a shared objective. These objectives must be accomplished using a teacher-organized framework for relationships (Kim, 2022). Peer tutoring is recognized as a great tool for promoting the understanding of interpersonal skills. Ait Hammou and Elfatihi (2019) claim that peer tutoring socialization experiences can help both the tutee and the tutor by promoting pupils to raise and learn their social status among peers (Ait Hammou & Elfatihi, 2019). In terms of student contact both within and outside of the classroom, peer tutoring has been demonstrated to be beneficial for socialization (Awuor, et al., 2022). Additionally, it is significant for the tutor because it promotes teaching as a form of learning (Arinaitwe, 2021). Peer tutoring boosted FTIC students' motivation to learn, according to an evaluation study done by (Anderson & Holloway, 2020). Peer tutoring may be the most intellectually fulfilling experience of a student's career, according to Albrecht and Hill (2022) and (Bulakh & Shandruk, 2022), who support this finding. They discovered that students who received peer tutoring outperformed those who read the material only for academic purposes on scores of higher-order conceptual understanding.

Mandatory tutoring is a powerful tool for raising pupils' self-esteem, according to (Cavendish et al., 2021). Mandatory tutoring promotes peer contact in both the academic and

social spheres (Carpenter et al., 2022). The traditional approach of instruction and tutoring, which is typically chosen by teachers, allows students to merely receive knowledge from the teacher without increasing their degree of interest in the subject being taught, as can be discussed by (Dong et al., 2021). There are campaigns to encourage instructors to use dynamic instructional strategies to support learners in developing their general abilities (Dionne & Turkmen, 2020).

Therefore, it was interesting to investigate if peer tutoring might be used as an alternate teaching and learning technique to the traditional method to help students understand as well as learners fulfill unrealized hidden potentials (Gara et al., 2022). Additionally, it has been found that the way tutors were required to teach and the student's interactions with them had a direct impact on how motivated the students were to study (Fischer & Lahmann, 2020). This was especially true for behavioral engagement: when students had a competent tutor, they were more likely to attend class, invest more time and effort into their studies, and find it simpler to ask for help (Hazelbaker & Mistry, 2021).

In higher education, the value of tutoring can also be observed in its benefits for students who are at risk of dropping out, for gender equality, for the integration of minorities, and for previously excluded groups (Jiang et al., 2022). The function of tutoring in addressing disparities can be seen in its promotion of equitable learning opportunities, equal access to educational resources, and social cohesion (Kamal et al., 2021). As a result, tutoring can be used as a tool to address difficult social issues. According to Admiraal et al. (2021), higher education procedures and tactics should be used to address complicated societal issues like social inclusion (Kim, 2022). Therefore, tutoring as a tool for engagement may be one such technique (Ait Hammou &

Elfatihi, 2019). Thus, tutoring plays a crucial role in both learning and teaching that is implicit and multidimensional, fostering both student engagement and professional growth for students.

Impact of Tutoring Support Service on Students' Learning

Tutoring programs are helpful for the development of various skills among students. The skills and learning style help students in their careers and enable their success for their entire life. Moreover, there are several advantages that a student could have while they avail of the tutoring support system. First, a student while using this tutoring service can experience individual learning experiences as they could feel an individualized learning experience that a student could not get in the classroom setting (Zilvinskis, 2022). Furthermore, tutors customize the lessons while looking at specific students' needs. Secondly, students could have one-to-one attention as this is a direct mode of communication where teachers adopt the teaching methods based on students' learning styles and act as private teachers of a particular student. This one-to-one attention helps students to get multiple advantages in learning various skills because this type of attention is missing in school or classroom learning. Besides this, it also helps a student to perform well in academics because tutoring helps students be prepared for tests and exams (Howell & Walkington, 2022).

Students want to get tutoring services to cope with their problematic area, and when they avail of this service their issues get resolved which significantly improves their grades. Apart from it, tutoring alters the attitude of students toward learning, while getting one-to-one attention and encouraging a student's efforts and hard work as well as providing them feedback helps their frustration for school decline and helps them to learn positively. Further, tutoring helps students improve their pace of learning. Often, parents of weak or slow learner children desire to arrange personal tutors that help their children understand (Sarabia et al., 2021). Likewise, when students

get proper attention and time their understanding level improves, and they can meet the pace of classroom studies. Thus, it positively impacts the students learning. Afterward, it positively impacts the self-esteem and confidence of the students. When children acquire skills that they lacked earlier, it provides them with the confidence to excel in those skills in school. Moreover, when a student becomes habitual in study habits, it helps them to successfully attain goals. Thus, tutoring positively impacts the learning of the students and helps them to improve their performance (Kim et al., 2021).

While tutoring becomes the reason for improved learning of students, it has other benefits inclusive of increased focus, as tutoring has fewer distractions due to few students. When students have such an environment where their only focus is to study and a tutor is available to guide them their learning attitude changes, and their interest in studies develops. This limited number of students helps them to avoid distractions and keep their focus on their studies. Along with that, it enables a sense of responsibility among students that they do their assignments without getting help. This improves their personal growth and attitude toward learning. Meanwhile, tutoring services support students in overcoming obstacles because a tutor helps students cover the areas where they lack command, which helps them in their learning (Tang et al., 2021). Additionally, tutoring provides a student's freedom to raise their queries by asking questions at school. Students might not feel comfortable asking questions, due to fear of mocking or being laughed at by their peers. Meanwhile, tutoring improves students' communication, builds a strong connection with tutors and peers, and helps them for being adjusted to different social settings. Apart from that, tutoring makes a student more competent and helps their smooth learning. Not only this but also, tutoring services help students to identify their full potential and become competent enough to compete with other peers (Nickow et al., 2020).

Meanwhile, this tutoring has several impacts, as it prepares a child for college because students show an improvement while getting tutoring services where they learn how to make study plans, time management, and improve study skills. It is evidenced that students who are underprepared face many challenges in development courses which impact their learning momentum and grades. This might be due to students' reluctance to work hard in their primary years of education or due to a lack of interest in studies. Therefore, tutoring services become an alternate solution for students who feel difficulty in college, and by getting personal tutoring services, their results and skills improve which helps them perform well (McGill et al., 2020). Based on several aspects, it is evaluated that personal tutoring becomes a widely accepted solution for learning for students who enter their first time in college. Further, it is found that students who lack any type of skills get many advantages of catering to that challenge while taking this tutoring service because it will positively impact the learning of the student. As it is a fact that students prefer to study in such an environment where their little efforts also get appreciated, therefore, tutoring sessions are the key source for their improved learning and creating their interest in studies. However, once a student boosts their confidence by learning those skills can successfully lead their career. Thus, it is concluded that tutoring services are fundamental for the smooth learning of students, and it has several benefits that positively impact the personal growth and development of students and help them to attain a successful career (Park-Gaghan et al., 2020).

Factors That Motivate FTIC Students to Utilize the Tutoring Support Services

There is not a single factor that motivates students, but several factors collectively motivate them to use tutorial services to improve their learning and performance. The usefulness of the course, self-esteem, self-confidence, interest in the subject matter, desire to compete, etc.

(Kim et al., 2021). All these factors encourage students to think carefully and avail of this tutoring service. Because tutoring will help them to improve in various aspects which would not be possible elsewhere. Moreover, as each student has a different mindset and needs similarly, their desire to avail of this service also depends on their need. Apart from this, tutors play a significant role in motivating students by providing one-to-one attention. They become self-motivated and independent learners by getting continuous feedback and encouragement from tutors that they can perform well (Ran & Lin, 2022).

Below Average Results

Students who get below-average results in their developmental courses are highly motivated to succeed due to tutoring services; they also have an opportunity to improve their grades. Tutoring services help students to understand the course outcomes and improve school performance and retention. The results are a fundamental aspect that highly impacts the learning attitude of students. Sometimes students become depressed due to getting poor results. Therefore, when a student gets additional support to understand the concept, it becomes easier for them to perform well in tests and exams. Thus, results also impact the decision of students to avail of tutoring services (Francis-Lawrence, 2021).

Academic Improvement

To improve academic performance, tutoring becomes a fundamental source for students, who are struggling. Moreover, this service enables students an opportunity, to discuss the issues in the academic content and understand. Additionally, tutors help students comprehend the knowledge and try to resolve problems by themselves which improves their capability and results. Moreover, research has revealed that students who have this tutoring support attain more grades than those who do not have this support. Not only this but also their retention ratio at

school is also high. Apart from this, students get dual benefits from tutoring as they could improve their focus and attention on their studies and could have the benefits of sessions that keep going in the future as well (Mokher et al., 2021)

Lack of Skills

Skills are the most significant factor for the personal and professional development of the student. Therefore, it becomes a fundamental factor that motivates them to get tutorial services. Skills of all kinds, including communication, time management, technical, presentation, etc., very essential for students to learn. By availing of the tutoring service, students get one-to-one attention and focus and get assistance in areas where they lack skills. Meanwhile, tutoring helps them to excel in that particular skill and implement that knowledge in their test to improve their academic performance. Moreover, these skills improvement is not for one time rather, these improved skills help students for a longer period. Thus, lacking skill sets motivate students to avail of this tutoring service (Brown & Toussaint, 2023).

Enhanced Organisation

Being organized and meeting deadlines is part of academic success. Therefore, students get motivated to avail of tutoring services because tutors help them complete assignments on time and assist them in scheduling their learning plans. Not only this but also, but they also keep them on track in the course outline. Thus, in this way, students could benefit and become punctual in meeting their deadlines which shows their interest in their field of study thus, tutoring helps students in many ways including enhanced organization (Krsmanovic et al., 2020).

Boost Up Confidence and Self-Esteem

At various stages, students lack the confidence to clear their queries due to fear of being criticized by their peers in the classroom setting. Being unclear about basic concepts leads to

difficulty in advanced courses. Therefore, personal tutoring service helps to boost their confidence and resolve the questions related to the course. This is because there are very few students in tutoring than in the classroom setting. Moreover, once they attain high self-esteem, they become motivated to compete with peers and become potentially competent (Sharp, 2022).

Goal Orientation

Students having ambitious goals and self-belief to achieve something valuable in life are more motivated to improve their academic performance than those who do not have a clear goal. Moreover, it is examined that life without a goal is the same as a road without a map. Therefore, clear goals become the fundamental aspect of the student's life that keeps them on track. Further, a student with a clear and defined goal in career will try to pursue all opportunities to attain those goals. Thus, a defined goal could be a motivating factor for students to avail the tutoring service (Zhao et al. 2019)

Thus, all these factors motivate students to get tutoring services when they first enter college. Because tutoring helps them in various aspects to improve their personal and professional growth. Not only has this helped it has also assisted them with the ability to be confident and competent to compete with their peers. Thus, the fundamental factors that motivate students to avail of tutoring are all that are mentioned above.

Importance of Student Self-Care Services

Self-care is a critical component of academic success and is the primary method to balance stress and wellness as a college-level student (UMass Global, n.d.) As the world is moving to advancement, therefore, the need for education is also rising. However, the rising trend toward education is increasing the level of stress among students because there is intense competition among students to achieve the highest Cumulative Grade Point Average (CGPA) or

grades (Ray, Pijanowski, & Lasate, 2020). Moreover, those who are in their first time entering college when observed have more stress and do not concentrate on basic knowledge; therefore, it is mandatory to support them in terms of tutoring services so they can compete with their peers. This increased stress and anxiety need to be tackled for the well-being of students' mental health. For this sake, various scholars have emphasized the importance of students' self-care services (Fiodorova, & Farb, 2022). Moreover, another scholar has suggested that how well you treat your body is the most important part of one's life. Being a student, it is mandatory to take care of your routine and apply good habits that provide you with mental and physical well-being.

A student should keep to a balanced diet, eight hours of proper sleep, and daily exercise as a routine habit to improve fitness and be energetic in their studies. Besides this, it is important to understand how a student could have self-care services. A student can practice a self-care service by maintaining a good connection which gives them a sense of affection and positive vibes (Curry & Epley, 2022). Not only this, but also, they must also take care of their bodies, as few students do not care about their bodies and spend hours continuously on studies which creates problems in their back (Curry & Epley, 2022). Therefore, students should take care of their bodies by taking a rest between study hours. Apart from this, students must adopt a habit of meditating daily because mediating gives positive energy and keeps a body mentally fresh (Maddock et al., 2022). On the other hand, to keep students fresh and provide them with exposure, there are several studies and adventure trips arranged by the school. Meanwhile, students should go outdoors on these trips to keep themselves fresh and get exposure to a different environment (Fiodorova & Farb, 2022).

Along with that, it is evidenced that in the study years at college students are engaged in several social work activities, which creates mental pressure on them. To avoid mental stress as

well as to perform social activities, the students need to take care of their bodies and engage in certain habits that provide them with positive energy (Myers, Martin, & Brickman, 2022).

Further, it is emphasized that a fit and healthy body can perform much better than an unhealthy or lazy person therefore, students should maintain a healthy lifestyle and adopt a habit of regular exercise. Routine exercise keeps a person physically and mentally active, which increases their stamina to perform well. Moreover, being engaged in self-care has been clinically proven the best therapy to reduce anxiety, and stress level and improve focus and attention, creates a sense of happiness, increase energy, and provide satisfaction to the students to keep a healthy and happy life (Laposha, & Smallfield, 2022).

Additionally, it is highlighted that it is not necessarily that self-care will assist to be at an excellent job, but it helps in studies a lot because when a student is mentally and physically fit, then he would be focused and stress-free. Thus, it is concluded that self-care is the most significant habit for students because healthy and focused students will perform well compared to the students who spend hours on studies yet produce little outcome (Wong, et al., 2022). Apart from it, studies suggest that self-care habits lead students to have a good network and relationships. Not only this, but also these students are more adjustable to changes and highly motivated to come out from setbacks in life. Further, students with self-care routines are better at retrieving information, processing it, and solving problems because their improved concentration level gives them the advantage of being focused on studies in class, which helps them to resolve their issues in the assignments and projects as well (Grise-Owens, & Miller, 2021).

Along with these, it is also highlighted that self-care habits in student life are also beneficial for professional life. Because when a student is healthy and fit, he becomes focused on his studies and performs well. Meanwhile, this habit will benefit in the long term because when a

person becomes habitual to pay attention to every single detail, there are chances that mistakes will be minimal (Laposhka, & Smallfield, 2022). While in the organizational setting, an employee must be competent, serious and make fewer mistakes as much as possible. Not only does he perform better in his educational years, but also it has a positive impact in the future because whatever he has studied will be in his long-term memory, which will help them to resolve work-life issues on the pathed path of career progress (Miller, 2021). Thus, in all these ways, self-care service is considered the most important factor for the student's mental and physical well-being, as well as for his personal and professional growth.

Evaluating The Responsibilities of Student Support Systems

Student support is a mandatory element because they are the future of tomorrow. Support is not in one form rather, supporting students through every aspect will create a positive impact on our future generations. We must ensure the bright future of our children, students, and future leaders. Moreover, the student support system helps to keep them enrolled by resolving the barriers in their lives. Meanwhile, students could get support from tutoring, financial aid services, student consultancy services, student mental and physical well-being programs, Information Technology (IT) support as well as childcare services (Hauer et al, 2022). Thus, through these support systems, students can be empowered and become consistent in striving for their goals and achievements. Moreover, student support could be in various ways by different people as mentioned below:

Responsibility of Parents for Student Support

Parents play a key role in the lives of their children. Parents are the ones who understand the importance of education and enroll their children in the education setting. After that, they must provide all the necessary resources for their children to smoothly attend school. Those

include purchasing uniforms, buying learning resources, being available at parent's teacher meetings, etc. not only the provision of basic resources but also understanding children's mental condition and being there for them in times of difficulty is also a responsibility of the parents (Garbacz et al. 2022). Apart from this, encouraging children to achieve their goals and celebrating their little achievements is one of the basic elements behind students' motivation to learn and complete their education. Moreover, the parent must provide support to their children in education as well as enable a good and peaceful environment at home for them. Besides this, they must help their children complete school assignments and projects (Landhi et al., 2022). Thus, in these ways, it is evidenced that parents have a responsibility towards their children's education.

Responsibility of Institutes for Student Support

After parents, responsibilities lie on the shoulders of faculty and staff to teach students. In addition to the assignment of the faculty and staff, the administration provides a certain level of support which helps the majority of students enter in their smooth transition to learning. There are several institutes that work for their betterment, by enabling opportunities for financial aid programs. Some schools are not affordable and poverty rates are high in most countries, therefore, having an opportunity to provide scholarships and financial aid based on need and merit will enhance the willpower of students (Wolcott et al. 2022). Not only this but it also supports numerous students to advance their careers by having a proper education. On the other hand, the faculty is also liable to provide support to their students. They can help students by creating an academic help center where students can come with queries and tutors help them to resolve those. Not only this but also to redesign the curriculum, which is feasible for all. Thus, in

this way, institutes and the faculty are liable to provide support to the students who enter their first time in college (DeMatthews, et al., 2021).

Responsibility of the Educational Support Team for Students

In various educational settings, there is an education support system facility that observes the ongoing practices in the school and evaluates the needs of the students. The job of the Est team is to monitor teachers, review the curriculum plans, and aid suggested programs that fulfill the needs of the students (Egan et al., 2022). Further, they formulate strategies such as adding coaching, sports, and extracurricular activities as part of the education setting to help and assist students' well-being and success. Meanwhile, they determine the needs of the students from their academic performance and for those who perform below average, this team asks them the reason and provides them with consultancy to improve their performance (Haines et al., 2022). Thus, in all these ways the education support team is working for the students and providing them with additional support.

Additional Sources of Support

Civil society always keeps the government of the nation accountable for the provision of basic education to every individual in the state. Therefore, the government is primarily responsible for providing education. Additionally, the government should set certain standards for the school system either the government or primate or community colleges. Moreover, the government should ensure the quality of education and keep a vigilant eye on the activities of the schools (Hooge et al., 2022). Along with that, the studies suggest that the government should provide subsidies for education and also sponsor the education of poverty-based students. Moreover, for those students who are first-time in college students, the government should help by enabling awareness sessions on the importance of education. Thus, including all other

responsible bodies, the government is one of the major sources of support for students (Teel et al. 2022).

Parents, teachers, and faculty are the ones who become happy when their students achieve academic success. Therefore, it is considered that teachers and faculty are also liable to extend support to their students in terms of any difficulty in class. They can provide support to students by enabling them to offer tutoring services after classes. Tutoring is a great option, this will not only help students to clear their queries but also provide them with an opportunity to have one-to-one attention to understand the insights about subjects of their interest as well as boost their confidence (Paloş et al., 2020).

As it is evidenced that students' well-being is necessary for their bright future and career growth. However, it is a fact that students of today are leaders/future of tomorrow. Therefore, they are responsible for leading their families for which they must work hard in their early years of life. One study suggests that those individuals who have strong support in their early years of schooling and jobs are the most successful people in their careers (Liem, & Senko, 2022). Moreover, students' support in terms of coaching, counseling, or self-care all will add value to their professional growth which makes them responsible toward their families. Moreover, a responsible individual pays proper attention to every useful aspect of his life. A good student is perceived to perform all his duties on time and contribute a lot in class. Once they achieve good outcomes due to being a hardworking candidate there is a high probability that they will work sincerely at the job and become responsible towards their spouses and children. Thus, supporting students will help to secure the future of a complete family and will add value to the economy as well (Mulyaningsih et al. 2022).

Challenges Faced by FTIC Student

It is observed that each year many students join community colleges as freshmen, and it is a completely new environment for them where they must adjust themselves. However, among new people, new challenges and issues are also faced by freshmen students which include financial problems. Many students have relocated to a good college and many international students have left their homeland and come to a new country for a good college and a brighter future (Pratt et al., 2019). However, many of these students face financial issues in their first year of college because many of the freshmen do not have a job to bear their necessities. Therefore, either they must burden their families or cut down their expenses and try and survive from the savings that they have. Monetary issues are one of the biggest problems for freshmen students and this is also new for them as they are looking after their expenses for the first and they also have pressure to find a good job as soon as possible to get out of this mess (Montalto et al., 2019). However, it is also observed but scientists that the fees for an international student are much more than for a local student which makes the financial aspect more challenging for international freshmen. Furthermore, these kinds of tensions result in stress and anxiety issues which harm the academic performance of the students as they are not able to concentrate because of this financial mess (Ebert et al., 2019).

Room and Sleep Issues

When students leave their house for college they need to look after the most basic need in the new place, which is accommodation. However, according to some of the researchers, it has been concluded that getting a comfortable room and a supportive roommate is no less than a blessing (Van Woerden et al., 2020). It is very difficult to find a nice room in a new place where the students do not even know anyone. Furthermore, it is easy if a student gets a roommate who is known to them rather than staying with a stranger as it can be very intimidating

because their entire life the students have stayed with their parents and now staying with a stranger can be challenging for a freshman. In addition to this, a good night's sleep is very important for a college student otherwise it is very difficult to concentrate in college (Fosnacht et al., 2020). However, different challenges regarding sleep cycles can be faced by people in new countries. For instance, if an Asian student travels to North America for higher education, then it can be observed that jetlag will be faced by that student in which an individual feels sleepy during the day and does not get a night proper sleep at nighttime. This results because of a different time zone that is experienced by the student in the new country (Saylor et al., 2019). Moreover, when a student does not get proper sleep then it can have adverse effects on their health, and academic performance can also be impacted negatively.

Home Sickness

Homesickness is another challenge that FCIT students face during their time in college (Rathakrishnan et al, 2021). The transitioning of moving to college after staying at home with families throughout their study duration. Going away from family and friends is a significant transition, particularly because you've never been away from your parents for an extended period. It can be challenging, but not difficult, to get over this sense of separation between where they seemed to live and where you are now. It also causes them to face a completely new environment where they will not get the same facilities as they had earlier in their life. It is at that moment that students accept this as a challenge and make plans according to it. Leaving home and staying in a completely different environment helps them understand the importance of the home as well as the understanding of facing and adapting to challenges. Homesickness has indeed been connected to emotions of attachment, and some social variables including anxiety problems and support networks (Baisac et al, 2022). However, following social issues have

frequently been attributed to homesickness. These issues are social support and social anxiety that cause the FCIT students to feel sick in their homes. Nevertheless, some students have worked ways through which they have created a safe way for themselves so that they can survive this period. FCIT students can communicate and participate in their college activities. Moreover, the decoration of the dorm room is also one of those methods through which the students feel inner satisfaction and mitigate the feelings of homesickness.

Social Problems

First-time college students in their life go through different states of mind about their college life. Understandably, they will make many friends during their life in the first year. However, not too many friends can be made in the first year of college and it is possible that too many conflicts can also be seen between people in the first year (Copeland et al, 2021). There may be feelings of social insecurity among the people over their choices on certain days in the calendar year where they might fear what others will think about them. It may cause them to isolate themselves from their other friends due to the difference in their choices. Moreover, the availability of financial resources has caused the FCIT students to take part in lesser campus social events and remote occasions, for instance, spring break usually causes the FCIT students to feel isolated. These slow encounters with the FCIT students in their first year cause interpersonal conflicts between the students and these may result in little to no contact between them (Alqaidi et al, 2021). Making friends in the class and forming study groups to understand more about our classmates help us the students create a sense of belonging in the class. Further, the lack of attention from the institutions in looking for areas that are causing the students problems in their settling into the life of the college. Because if there is a proper platform, they can share their problems.

Strategies to Overcome Issues

Many challenges that are faced by first-year college students have already been discussed above in detail. However, some of the strategies are also identified by experts and psychologists that can help the students deal with these challenges, some of these are discussed below and include communication, planning, and consulting medical support. Communication is discussed more in depth below, following planning and then consulting.

Communication

It has been discussed that communication is one of the major techniques which solves many problems and effective communication helps things move smoothly. For a first-year student, many problems have been experienced by a roommate if the new student gets a rude or senior roommate then a troublesome attitude the senior roommate may be challenging for the new student (Alawamleh et al., 2020). However, this can be sorted out through effective communication. The freshman student should make sure that all the things are effectively communicated to the roommate and even if there is any problem then it should be sorted out through discussion rather than creating trouble for each other. According to Deveci & Wyatt (2022), communication can also help a student solve their social problems. In new places it is observed that it is difficult to make new friends, especially when someone is from a different country then the local student does not accept them because they belong to a different caste or culture. However, when the first-year student tries and wants to talk with other students then this can also change their attitude and start welcoming the new friend into the group. However, the first step needs to be taken by the freshmen students as they are new students on the campus, and they want to make new friends. This can also lead to vanishing financial problems for freshmen students. As has been discussed above, when students have effective communication skills it is

easy for them to explore new places and make new friends in different places. This can also enable the students to extend their contacts and ask everyone for a part-time job to bear their basic expenses (Montalto et al., 2019). However, it is observed that the jobs are mostly found through an individual's friends or relatives, especially in a new place when the person does not know many people and needs someone to recommend them.

Planning

First-year college students need to make sure that they have a good plan before going to a new place for higher studies. Some students have a weird approach where they keep saying that everything will be figured out once the admission is done in the college. Hence, students believe that the most important thing is getting into their dream college (Islam et al., 2020). However, this could be right to some extent as getting admission to the dream college is essential, but it is also important for the student to design a plan and think about the fulfillment of other necessities which mainly includes food and shelter which can be very difficult for an individual to attain in a stranger country. There are many online job portals where young students can apply and they can have a job before reaching college which can largely minimize financial issues (Bantjes et al., 2019). Other than this, through proper planning, a room can also be booked by the students before even starting their studies. There are many advertisements for paying guests and many other hostel facilities that can be finalized online before starting college. This eliminates all the issues that the student faces after reaching college, and this house-hunting process is quite lengthy and depressing, which can also affect the studies. In addition to this, it is also observed by the teachers that first-year college students are not pretty good in time management which results in late in class, late assignment submissions, etc. which is very bad for the grades of the students (Gibbons et al., 2019). Hence, if the students plan things properly, keep reminders of the

pending work, and make proper planners along with the deadlines then it can be very easy for them to complete everything on time, and this can help them in getting good grades.

Consulting Medical Help

As has been discussed above, there have been many medical issues faced by students who have just recently started college. These health issues can be because of weather changes or because of environmental changes as students from different parts of the world travel to study in reputable colleges. The problem with sleep cycles has been discussed earlier and a student should make sure that a minimum of 7 to 8 hours of sleep should be taken otherwise there can be many health problems (Bruffaerts et al., 2019). This normally results because of jetlag which does get normal in a week or so. Other than this, teachers have observed that students also face some health problems because of the change in weather, and different allergies are also identified because the food and environment are changing. In these kinds of cases, seeking medical help can be considered a smart move rather than bearing all the pain and difficulties because of the change in environment. Medical professionals understand this kind of problem well and proper medication or a healthy diet can be prescribed which can result in the well-being of the students. It is often observed that students do not take these medical issues seriously which can have many adverse effects on their health, and these can also be long-lasting (Hoying et al., 2019). For instance, there was a case reported in which a minor ache was experienced by a student who was studying at a university in Finland. That student kept ignoring that pain and did not visit a doctor. Finally, when huge pain was experienced and then it went under medical consideration the doctors said that the inner bone had been fractured due to bearing the cold in this winter which the student body is not normalized. Hence it would be the right decision to make the right call at the right time and discard all the small health issues before they become very huge.

Literature Gap

Several studies have revealed that tutoring services are quite helpful for students who are entering their first year of college. Improved confidence, increased academic outcomes, enhanced organization, and boosted self-esteem, all are the results that are achieved by students while availing the opportunity of tutoring (Berhane et al. 2022). However, there is still a need to identify how tutoring impacts the learning style of students, and what sort of challenges are faced by the students who are first-time inter in college. Moreover, there a very few studies where it is interviews of students are done over their personal experience of availing the tutoring service. Besides this, it is also important to survey both students and teachers to understand the relationship between tutoring services and the learning attitude of the students. Meanwhile, there is much scope in this area to evaluate its importance. Though it is considered that education is a key to success having a quality education and understanding of different aspects of various courses are helpful in career growth (Bell, Bryman, & Harley, 2022). Thus, this study analyses the closing success gap of students who enter the first time in community college to avail the facility of tutoring and highlights the significant impact on students' learning behaviors in tutoring services.

Chapter Summary

In this chapter, a detailed literature review was conducted to investigate FTIC student development to determine if it significantly impacts the successful completion of co-requisite courses through tutoring support services. Different student success and tutoring and FTIC students' perceptions of tutoring were discussed in detail. Furthermore, the benefits of attending two-year community colleges were identified which included financial security, job benefits, career opportunities, etc. Other than this, challenges are also faced by first-year college students

which include financial problems, social problems, homesickness, etc. In addition to this, the impact of tutoring students was also evaluated, and it was concluded that it can be very beneficial, and motivating for first-year students as it enhances their academic performance, increases confidence and self-esteem, etc. Furthermore, these can be overcome by strong effective communication and proper planning before taking any new step.

CHAPTER THREE: RESEARCH METHODOLOGY

Research methodology can be described as a detailed process in which research is conducted. A professional research methodology allows the readers to trust the researcher's findings. However, in the following section, research, design, and approach will be chosen to determine which will be best for the current exploration. Furthermore, techniques that will be most appropriate for data analysis and data collection will also be explained. Finally, an ethical consideration will be provided regarding which researcher should be followed in the entire study of research, giving an understanding of the following research questions:

1. How does self-care impact FTICs academic success?
2. How does the institution promote student success through tutoring for FTIC students academic success?
3. How do students decide to utilize tutoring services?
4. How does institutional messaging influence students' decision to utilize tutoring services?

Research Philosophy

Many different research philosophies have been identified, however, two main research philosophies are used by the researchers which include interpretivism, positivism, and pragmatism research philosophy (Dougherty et al., 2019). However, the best choice for research philosophy to be conducted to investigate FTICs student development to determine if it significantly impacts the successful completion of co-requisite courses through tutoring support services is pragmatism. The idea in pragmatism is that an ideology or a component is only considered to be true if it is working properly and the judgments are based on the practical consequences (Kaushik & Walsh, 2019). This is the main reason to use this philosophy because

FTIC's development can only be determined through interviews and surveys from the people in the college and their academic results. The benefits of philosophy are that it helps generalize the data, and if the researcher is considering any previous study, this philosophy is the best choice. Also, pragmatism allows one to discover things from a different lens. However, there are also some weaknesses which include the lengthy process that needs to be done while carrying out the research.

Research Approach

The research approach is defined as the method taken on while conducting the study, inclusive of inductive and deductive approaches (Chamorro-Garcia & Blumberg, 2019),. However, for the current exploration, the best-suited research approach is the deductive. The deductive approach is the formulation of a hypothesis from an existing theory, followed by a collection of data to determine the observation's results. There will be a need for qualitative analysis, and a calculation will be involved in analyzing the data collected from conducting surveys of the students to investigate FTICs utilization of the tutoring center to determine if it significantly impacts the successful completion of co-requisite courses through tutoring support services. Other than this, theoretical interpretation and analysis will be done for the collected data from interviews and the focus group. The use of the deductive approach is justified in this case and theoretical support for qualitative data that will be collected from interviews. The main benefits of the approach are that it can be tested and verified, and the chances of errors get minimized (Hall et al., 2022). On the other hand, the scope in the deductive approach is very concise and that does not allow the researcher to use information that is out of scope but can be useful for the study of research.

Research Design

Research design can be explained as a plan or procedure that is used to tackle all the research questions (Liu et al, 2019). There are three research designs which include qualitative, quantitative, and mixed design methods. However, for the current study of research, the most suitable design is qualitative case study design methods. The case study design method is used because it aids in the observation of FTICs' utilization of tutoring support to determine if it significantly impacts the successful completion of co-requisite courses through tutoring support services. The researcher requires surveys and in-depth interviews to collect data. The main strength of case study design methods that have been identified by many experts is that the researcher gains a greater insight into a research topic with its concurrent studying of many cases. Additionally, it allows the researcher to use the benefits of studying multiple cases with only one study (Johnson & Christensen, 2020). Furthermore, it helps the researcher to explore the research more widely as the limitations are minimized. However, according to Gaille (2018), the weaknesses of the design include labor intensity and time consumption. Moreover, case studies involve a lot of effort in collecting and analyzing the data.

Data Collection

There are different types of data collection methods which are observed by the researchers which mainly include primary and secondary. For the current exploration, the primary method is chosen by the researcher because the primary method is also called the first-hand approach where the researcher conducts data only for the research (Roh et al., 2019). Strengths of the methods include that it is raw and unused, and the most updated piece of information is collected from the targeted audience for the research. Furthermore, the researcher is involved in the process of data collection, hence, the expressions and body language of the respondent can also be evaluated to check the credibility of the collected data. On the other

hand, it can be unreliable because it cannot be verified, and it can also be biased based on the mentality of the person through which the data is collected (Cabral et al., 2021). Additionally, it is a time-consuming process where the researcher needs to go to each respondent to conduct an interview or survey.

However, the structured interview is a great method of gaining the participant's personal experiences with tutoring services. Structured interviews support the researcher's ability to ask predetermined questions and the order in which they are asked (George, 2022). The researcher used the structured data collection method due to its allowance of standardized formats and predefined categories. This ensures consistency and helps support the ability for a reliable analysis.

Population

The sampling technique adopted for the research was purposive, allowing the researcher to select participants for the study who could provide the information that addressed the research's focus. In the study, a survey was conducted of 100 FTIC students tutoring at Texas Community College (TCC), asking if the students were in their first semester, between the ages of 18 to 22, and in the Math Co-Requisite course offering. In the questionnaire survey, the descriptive method was used, and the data was collected in quantitative form. Additionally, data was collected from interviews. Interviews were conducted solely to analyze their personal experience, feelings, and learning. For interviews, the sample size was 10, and data was collected from 18 to 22-year-old FTIC students, in math corequisite courses tutoring at Texas Community College (TCC). For interviews, the duration set aside was an hour.

Data Analysis

According to Saldana (2023), there are eight coding methods effective for qualitative data analysis, including in vivo, emotion, values, process, dramaturgical, causation, axial, and focused coding. In this study, axial coding was employed to rigorously analyze the collected data, ensuring an unbiased evaluation aimed at identifying categories and themes. Axial coding facilitated the organization of data into coherent themes, supported by existing literature. This structured approach enabled a detailed comparison in the discussion section, guiding the study toward specific conclusions. After collecting all participant feedback, each case was meticulously reviewed to identify commonalities. These common reflections were then systematically categorized and labeled to uncover recurring themes. Once the themes were identified, the participants' thoughts were further analyzed to determine outcomes. This thematic analysis provided a robust framework for interpreting the data, ensuring that findings were based on empirical evidence rather than assumptions. The overall feedback was synthesized, and findings were disseminated to inform strategy development grounded in factual data.

Ethical Consideration

In this study, no harm is provided to any living being. In this study, the participation of the selected participants is anonymous. The participation of the subjects in the study is voluntary. Every participant was required to fill out the consent form to ensure voluntary participation. Other than this, they were allowed to skip questions if they did not want to answer. There was no pressure on participants, so they easily gave answers with honesty and logic.

Procedures

Once the research proposal received approval from the Institutional Review Board (IRB), the researcher was granted permission to proceed with conducting the study (Smith, 2023). The

first step in proceeding with the study involved recruiting participants using convenience sampling techniques, a commonly used method in psychology research to interview willing participants who are easily accessible, as explained by Scholtz (2021). In this study, the researcher specifically sought out students who met three criteria: (1) First Time in College Students; (2) enrolled in a Math co-requisite course; (3) attending a Texas Community College.

To obtain a list of potential student participants, effective collaboration between the Analytics and Institutional Reporting (AIR) team was essential. This collaboration ensured access to a valuable prospective participant list and provided valuable data for assessment purposes (Johnson, 2022). With the prospective participant list in hand, the researcher proceeded to email 100 potential participants to ensure a sample size of ten (Johnson, 2022). The initial email blast served as a personal invitation to join the study, requesting a commitment through their email accounts. Furthermore, participants were given the opportunity to participate in a referral program, where they could suggest others who might be interested in taking part (Peoples, 2021). This approach, known as the "snowball effect," effectively generated participant interest.

Once the participants were selected, the researcher scheduled one-on-one interviews to delve deeper into the experiences and concerns being researched. These sessions were planned to take place during the fall of 2023 and continued through the spring of 2024, allowing the students to reflect on the benefits of tutoring support after completing their first semester of studies (Smith, 2023). The interviews were scheduled via Zoom. The setup process for the interviews involved several steps:

- a. When: The sessions were scheduled for the spring of 2024.

b. Where: The interviews were planned to occur via Zoom or at the public library closest to the student's institution. Individual sessions would take place in private study rooms,

c. How: i. Determining the participants for individual sessions. ii. Screening potential students and providing them with information about the interview time, date, duration, and location. iii. Creating a development guide containing structured questions. iv. Preparing materials, such as recording devices, notepads and pens, consent forms, and light refreshments if in person.

After the interviews were conducted, the next step involved organizing the collected data. According to Creswell (2014), the researcher was responsible for collecting information during the qualitative study, ensuring the accuracy, credibility, and authenticity of the processes, data, and other tools (Leung, 2015). The recorded interviews were transcribed, and the information was systematically categorized using coding for the responses.

Following data organization, the researcher proceeded to analyze the collected data. The researcher chose to utilize a Case Study Framework, as it allowed for the gathering, analysis, and understanding of the transcribed interviews in a trustworthy manner, focusing on the individuals' lived experiences (Alsaigh & Coyne, 2021). This approach aimed to illuminate the participants' conditions, perceptions, understanding, and experiences. To ensure an efficient timeline, the research process was divided into various stages. The planning phase, which took place during week one, involved conceptualizing the study, reviewing developed questions, and planning, requiring six to seven hours. Recruiting participants occurred during months one and two, which involved developing a recruitment strategy and scripts, contacting potential participants, and following up with emails and phone messages requiring 15-20 hours. month two was dedicated to preparing for moderating the interviews, which took four hours weekly. Finally, month three

involved reviewing and analyzing the data and preparing a written report, which took between 8 to 120 hours (depending on how much time was set aside for the week).

Chapter Summary

Research methodology is a detailed process by which research is conducted, ensuring readers trust the findings. This chapter outlines the research design, approach, data collection, analysis techniques, and ethical considerations. Pragmatism, which posits that an ideology is true only if it works effectively, is employed to investigate FTIC student development and its impact on completing co-requisite courses through tutoring support services (Kaushik & Walsh, 2019). A deductive approach, starting with a hypothesis from existing theory followed by data collection, is used (Chamorro-Garcia & Blumberg, 2019), focusing on qualitative analysis through surveys and interviews. The qualitative case study design enables observing FTICs' utilization of tutoring support (Johnson & Christensen, 2020), despite its labor-intensive nature (Gaille, 2018). Primary data collection involves structured interviews, ensuring consistency and reliability (George, 2022), though it can be biased and time-consuming (Cabral et al., 2021). The study surveyed 100 FTIC students at Texas Community College (TCC) and conducted interviews with a purposive sample of 10 students in math co-requisite courses. Axial coding was used to systematically evaluate data, identify categories, and uncover themes (Saldana, 2023). Ethical considerations ensured no harm, anonymity, and voluntary participation, with consent forms and the option to skip questions. After IRB approval (Smith, 2023), participants were recruited using convenience sampling (Scholtz, 2021), with collaboration from the Analytics and Institutional Reporting (AIR) team. Interviews were conducted via Zoom during the fall of 2023 through spring 2024, with data organized and analyzed using a Phenomenology Analytical Framework to emphasize participants' lived experiences (Alsaigh & Coyne, 2021).

The research process involved planning, recruiting, preparing for interviews, and analyzing data, each requiring specific time commitments.

CHAPTER FOUR: RESULTS

This chapter primarily focuses on the data collection and results of this research study. The purpose of the study is to discover the lived experiences of FTICs, the strategies they implement for success, and those that influence their educational advancement. It is beneficial to learn the importance of student support to ensure we meet the needs of the current and future student population. Administrators will be able to review the research found because of this study and better prepare themselves to strategize supportive plans with an understanding of the experiences of FTICs. Furthermore, with this level of understanding, the implementation of these new support methods can be completed with ease. The research for this project implements a case study; the focus population is a cohort of first-time college math corequisite students from a Texas community college.

The researcher surveyed 100 potential participants to gauge interest in participating in the study and eligibility, based on the acceptance of responses to the survey the participants were selected. The researcher interviewed ten first-time college students participating in a math corequisites course offered at a Texas community college. The researcher finalized recruiting efforts when the data showed no additional new insights (Creswell 1998\). This took place when the information sourced from the participants began to form repetition in the responses. Additionally, the participants attended, enrolled, and had the opportunity to participate in the academic success center to find support in their corequisite coursework. The participants were between the ages of 18 and 22, enrolled in the Math College Level course with a Math Developmental course, at a Texas Community College. Each participant was a first-time college traditional student, taking In-Person, On-line, or Hybrid courses. The researcher used a case study methodology to ask each participant the same set of interview questions (Appendix B).

During interviews, participants' information was gathered to understand the phenomena of this research in support of responding to the research question (see Appendix D & E).

Data Collection

In this study, a total of 10 participants were selected to provide a diverse representation of students across different academic programs and modes of instruction. The age of participants ranged from 18 to 22 years, with a predominant age of 18 years, comprising 70% of the sample. The mode of instruction varied, including face-to-face, hybrid, and online formats. Specifically, four participants were enrolled in face-to-face instruction, four in hybrid instruction, and two in online instruction.

The participants were pursuing various academic programs. Inclusive of Associate of Science programs, Associate of Arts programs, Associate of Applied Science programs. The detailed distribution of participants is presented in Table 1.

The selection aimed to ensure a comprehensive understanding of student experiences across different instructional modes and academic disciplines. The varied academic backgrounds and instructional modes provided a well-rounded perspective for the study.

Table 1*Participants' Data*

<u>Participants</u>	<u>Age</u>	<u>Instruction Mode</u>	<u>Academic Program</u>
Participant 1	18	Face to Face	Associate of Liberal Arts
Participant 2	18	Hybrid	Associate of Science Nursing
Participant 3	19	Hybrid	Associate of Applied Science General Human Services
Participant 4	18	Hybrid	Associate of Science Medical Radiologic Technology
Participant 5	18	Hybrid	Associate of Arts General Studies
Participant 6	18	Face to Face	Associate of Applied Science Professional Pilot
Participant 7	18	Face to Face	Associate of Science Biology
Participant 8	19	Online	Associate of Science Nursing
Participant 9	22	Online	Associate of Arts General Studies
Participant 10	18	Face to Face	Associate of Science Diagnostic Medical Sonography

Note. Data on the participants included in the study.

In this study the exploration of first time in college students' experiences revealed several key themes and associated codes, providing a nuanced understanding of their academic and personal journeys. One of the prominent themes is personal and mental struggles, encompassing the various challenges students face in balancing their academic responsibilities with their personal lives. Within this theme, two primary codes were identified: self-care practices and activities and thought processes. Self-care practices highlight the strategies and routines that students employ to maintain their physical and mental well-being, including activities such as exercise, meditation, and engaging in hobbies that help manage stress and maintain a healthy work-life balance. Activities and thought processes reflect the daily activities and cognitive approaches students use to navigate academic and personal challenges, including time management strategies, coping mechanisms, and the mindset they adopt to stay focused and resilient in the face of difficulties.

Another significant theme is the expectations of the parents, capturing the pressures and expectations students perceive from their parents regarding their academic performance and career choices. This theme delves into the impact of parental support and communication on students' academic journeys, highlighting how these expectations can influence their motivation and stress levels.

The third major theme is tutoring services, examining the support systems available to students to enhance their learning experiences. This theme is further divided into several codes: center environment, comfortable workspace, and quality tutoring services. The center environment code addresses the physical and social environment of tutoring centers,

emphasizing the importance of a clean, organized, and conducive atmosphere for effective learning. This includes aspects such as the cleanliness, ambiance, and overall atmosphere of the tutoring space. The comfortable workspace code highlights the necessity of having a quiet, organized, and comfortable area for studying and receiving tutoring services, as a well-designed workspace can significantly enhance students' ability to concentrate and absorb information.

Quality tutoring services encompass three aspects: personalized attention, qualified tutors, and convenient schedules. Personalized attention emphasizes the importance of tutors providing individualized support tailored to each student's unique needs and learning styles, ensuring that students receive the specific help they require to succeed. Qualified tutors pertain to the qualifications, expertise, and teaching abilities of the tutors, underscoring the need for knowledgeable and capable tutors who can effectively assist students in their academic pursuits. Convenient schedules address the significance of having flexible and convenient tutoring schedules that align with students' availability and commitments, allowing students to access tutoring services without conflicting with their other responsibilities.

These themes and codes provide a comprehensive understanding of the multifaceted experiences of community college students, highlighting the interplay between personal challenges, external expectations, and the support systems available through tutoring services. This sheds light on the critical factors that influence students' academic success and overall well-being. The table below summarizes the themes and codes.

Table 2.

Summary of Themes and Codes

Themes	Codes
Personal and mental struggles	Self-care practices Activities and Thought Process Expectations of the parents
Tutoring Services	Center Environment Comfortable Workspace
Quality Tutoring Services	Personalized attention Qualified Tutors Convenient schedule

Note. Breakdown of the topics identified as Themes and Codes.

Personal and Mental Struggles

Participants in this study highlighted the importance of mental health and self-care in achieving academic success. Participant 1 emphasized that mental health is crucial for college success and engage in activities to enhance their well-being, noting that self-care helps reduce anxiety, depression, and burnout, making them more resilient and better equipped to handle academic challenges.

Self-care improves mental health by reducing anxiety, depression, and burnout. When I prioritize self-care, I am more resilient and better equipped to handle the challenges of academic life.

Similarly, Participant 3 values mental health and incorporates mindfulness, exercise, and meditation to manage stress levels, which in turn supports their academic performance. Meanwhile, Participant 6 stressed the importance of prioritizing self-care, stating that even minimal daily self-care activities help them feel refreshed and ready to tackle academic challenges.

Self-care allows me to focus on myself, whether it's only a few minutes a day, or a couple hours a week. It helps me to return to my academics feeling more refreshed and ready to take on the challenges that my studies can present.

Inversely, participant 7 initially neglected self-care, focusing instead on others who inspired her until she experienced a decline in her grades and mood, prompting her to take a semester off and regroup. She now recognizes the importance of taking time for herself. She stated:

Taking time out for myself was not something I have always done, my friends would talk about “me time”, however, that was not in my list of things to take care of. When I started to see a decline in my grades and my mood started to change, I thought about taking some time to focus on me.

Lastly, Participant 10 described self-care as essential for student success, sharing that daily routines focused on well-being enhance their academic performance, and overall quality of life, and lay a strong foundation for personal and academic growth.

Self-care is not just a luxury, but it is a necessity for student success. By looking after my well-being, I can maximize my academic performance, enhance my overall quality of life, and lay a solid foundation for my personal and academic growth.

Participants 1, 3, and 10 have similar comments regarding the importance of self-care for mental health and academic success. Participant 1 focused on self-care to improve mental health by reducing anxiety, depression, and burnout, making them more resilient and better equipped for academic challenges. During the discussion, several participants shared insights on managing stress and enhancing academic performance through self-care practices. Participant 3 emphasized the significance of mindfulness, exercise, and meditation in maintaining low-stress levels, which, in turn, supports better academic outcomes.

Participant 10 echoed these sentiments, describing self-care as essential for success. They highlighted that taking care of one's well-being not only maximizes academic performance but also enhances the overall quality of life.

Participants 6 and 7 also recognized the importance of self-care, though they approached the topic from slightly different angles. Participant 6 stressed the necessity of incorporating daily

self-care activities to feel refreshed and ready to face academic challenges. Meanwhile, Participant 7 shared a more personal experience. They recognized the importance of self-care only after noticing a decline in their grades and mood, leading them to understand the need to take time for themselves. These varied perspectives underscore a common theme: self-care is a crucial component of both academic success and overall well-being.

During the discussion, various participants shared their perspectives on managing stress and enhancing academic performance through self-care. Participant 3 emphasized the use of mindfulness, exercise, and meditation to manage stress levels, which in turn supports better academic performance. Participant 10 described self-care as essential for success, stating that looking after one's well-being maximizes academic performance and enhances overall quality of life. Participants 6 and 7 also recognized the importance of self-care but approached it from slightly different angles. Participant 6 stressed the necessity of daily self-care activities to feel refreshed and ready for academic challenges. In contrast, Participant 7 came to understand the importance of self-care after experiencing a decline in grades and mood, now realizing the need to take time for herself. These varied perspectives underscore a common theme: self-care is a crucial component of both academic success and overall well-being.

Overall participants acknowledge the critical role of self-care in supporting their mental health and academic achievements, but Participants 1, 3, and 10 specifically highlight how intentional self-care practices contribute to their success. The data was viewed in different formats to get a better understanding of the main message of the feedback given. The following chart shows the results of the questions asked of each participant. Table three shares how self-care impacts student success: It aids in seeing what message is being shared.

Table 3

How does the lack self-care impact student success

Responses	Percent	N
Impacts Students	55%	5
Impacts Academics	40%	4
Impacts Stress-Level	33%	3
Impacts Mind-Set	33%	3

Note. The feedback was given by participants using a Word Wall to highlight the overall perspectives of the population

Table 4. shares how participants practice self-care. The study explored various methods individuals use to support positive mental health, with "time" emerging as a crucial factor. Participants emphasized the importance of dedicating time to activities that enhance their well-being. In the discussion, participants shared their unique approaches to self-care, each emphasizing different methods that help them manage stress and maintain balance.

Participant 1 prioritizes daily self-care through meditation and reading, finding solace and peace in these activities. Similarly, Participant 2 shares an interest in reading and meditation, drawing similar benefits. Participant 3 rejuvenates through regular exercise and nature walks, using physical activity and the outdoors to refresh both body and mind. On the other hand, Participant 5 turns to journaling to reflect, gain clarity, and release stress, finding that writing provides a therapeutic outlet. Emphasizing the importance of rest, Participant 6 underscores the necessity of sufficient sleep to avoid burnout and stay energized. For Participant 9, maintaining balance involves setting boundaries and knowing when to say "no," ensuring they don't overextend themselves. Lastly, Participant 10 disconnects from technology by baking cakes and listening to music, engaging in creative and relaxing activities that offer a break from digital distractions. These varied self-care practices highlight the diverse ways individuals manage stress and maintain their well-being. Collectively, the feedback underscores the significance of allocating time for activities that foster mental wellness. The feedback was given by the participants. using a word wall, with the highlighted word identified in this chart.

Table 4
Practice Self-Care

Frequently used Participant word	Percent of participants respond	Number of Participants
Time	60%	6
Rest	30%	3

Note. Participants common word for Practicing Self Care

Tutoring Services

Table 5. speaks to the participant's pleasant encounters with tutoring services. The feedback given about quality tutoring services revealed three key areas crucial to students: personalized attention, qualified tutors, and convenient scheduling. Personalized attention emerged as the most significant factor, with 80% of participants highlighting its importance for improving performance, increasing confidence, aiding understanding, and reducing achievement gaps. Qualified tutors were equally important to 80 percent of the participants, as their expertise ensures effective guidance, addresses misconceptions, and fosters student growth and development. Convenient scheduling was important to 50 percent of the participants, emphasizing the need for accessibility and flexibility to enhance the tutoring experience, increase retention rates, and encourage positive perceptions and recommendations. Additionally, individual feedback emphasized the importance of patience, group study sessions, and broad subject availability to further support student success. The primary reasons students seek tutoring services are to better understand concepts and improve grades. This study underscores the critical role of personalized attention, qualified tutors, and convenient scheduling in promoting academic excellence and student success. A word wall format to show the frequently used words. This supports the understanding of what stood out to the Participants.

Participant 1 shared having more tutors available during heavy school class hours."

Participant 3 shared probably extending the sessions to one hour, I think half an hour is not enough."

Participant 8 said, hiring more tutors and training them on how to work with Adult students would help”

Table 5.

Positive encounters with tutoring

Most Used Descriptive Words	Percent	Number of Participants
Qualified Tutors	80%	8
Personalized Attention	80%	8
Help	60%	6
Convenient Scheduling	50%	5
Time	40%	4
Went	40%	4

Note. Understanding what type of encounters participants have had with tutoring services.

Table 6 shares participant experiences about disappointing encounters faced with tutoring services: Participants also shared that tutors and the help they were able to give were the factors that reflected a less than favorable outcome. Using the word wall tells the story of what could use enhancements. Participants shared various challenges and needs related to tutoring services, providing valuable insights for improvement. One recurring issue was the misuse of tutoring services. Tutors often find it difficult to discern when students are not seeking genuine help but rather want someone to complete their work. This challenge is compounded by tutors' strong desire to help students succeed, making it hard to set boundaries.

Another concern highlighted was the high student-to-tutor ratio. One participant recounted their experience at a summer tutoring center where the fast-paced environment and large number of students prevented tutors from giving individual attention. This suggests a pressing need for better student-to-tutor ratios to ensure each student receives the support they need. Additionally, some students struggle to seek help because they don't know what questions to ask. This indicates a need for tutors to offer more guidance in helping students identify and articulate their academic challenges. A lack of awareness about the availability of tutoring services was also mentioned. One participant discovered the tutoring sessions only in their fourth semester, highlighting the necessity for better promotion and communication of these resources.

Lastly, insufficient tutor availability was a common theme. Several participants noted instances where there were not enough tutors to support all the students in need, leading to inadequate assistance during busy periods. Overall, the feedback underscores the importance of increasing tutor availability, improving the tutor-to-student ratio, enhancing awareness of tutoring services, and providing better guidance to students on how to seek help effectively.

Table 6

Disappointing encounters with Tutoring using the word wall

Disappointing Encounters	Highlighted Percent of Responses	Number of Participants
Tutors	70%	7
Help	60%	6

Note. Understanding what describes disappointing encounters participants have had with tutoring services.

Table 7 focused on factors that are important to participants when thinking about tutoring support, below shows important aspects of support. In addition to the items listed in Table 5, a comfortable environment was the additional feedback given when participants were asked, what was considered important for tutoring support. Participants emphasized the importance of the environment in a college tutoring center, noting its crucial role in fostering student success and academic growth. A supportive and welcoming space encourages students to seek help, ask questions, and actively engage in their studies. A positive environment boosts motivation, confidence, and a sense of belonging, reducing stress and enhancing focus. Effective communication between tutors and students is also improved, leading to more productive tutoring sessions and better learning outcomes. Participants highlighted the need for comfort and advanced technology, as well as the necessity of a well-lit, organized, and clutter-free study space. They stressed the importance of comprehensive resources and a comfortable campus, selecting their college based on its quality, modernity, and knowledgeable support. Overall, the feedback underscores that the environment of a college tutoring center is foundational to promoting academic excellence and student empowerment.

Table 7

Important aspects of a tutoring environment.

Important Factors	Highlighted Percent of Responses	Number of Participants
Personalized Attention	80%	8
Qualified Tutors	80%	8
Comfortable Environment	70%	7
Convenient Schedule	50%	5

Note. Understanding what describes disappointing encounters participants have had with tutoring services.

Table 8 illustrates the factors influencing participation in tutoring services, revealing that setting personal goals was the primary motivator for seeking help from the tutoring center among participants. Additionally, peer invitations and parental expectations played a significant role, alongside family encouragement, in driving students toward utilizing tutoring support to achieve college success. Overall, personal aspirations, familial support, and academic success were key drivers motivating participants to seek tutoring assistance.

Table 8. Factors that influence tutoring center participation.

Factors	Percent Responses	Number of Participants
Personal Goal	80%	8
Peer Invitation	30%	3
Faculty Support	10%	1
Family Support	10%	1

Note. Understanding factors that influence participants to participate in tutoring services.

In Table 9 Participants share from the listed categories what contributed to the decision to participate in tutoring services.

Table 9.

Reasons that influence tutoring center participation.

Reasons	Percent Responses	Number of Participants
Improving grades	80%	8
Gaining Confidence	20%	2
Understanding concepts	90%	9
Exam Preparation	60%	6

Note. Understanding factors that influence participants to participate in tutoring services.

Table 10. reflects on overall feedback if participants had one minute to give feedback to those who designed the tutoring support center what would it be: Using the word wall, the most used word was captured to give knowledge as to what could be enhanced.

Table 10

Overall feedback

Factors	Percent Responses	Number of Participants
Tutors	40%	4
Hours	30%	3
No Additional Feedback	30%	3

Note. Thoughts on what participants would say to overseers of tutoring centers. (optional question)

The sessions ended with a final question asking if there was anything to share about academic support services. This was an optional additional question that was shared. One participant gave the feedback below.

“With their support, I was able to pass a class that held me up for three semesters.”

Summary

Chapter Four of the research study focuses on the data collection and results obtained from interviewing 10 first-time college students participating in a math corequisites course at a Texas community college. Once no new insights emerged due to repetition in participant responses recruitment ended. The participants' data is presented in the Tables above, detailing their responses and the percentage of like-minded perspectives. A Case Study methodology was used to collect information on student support services, with a focus on tutoring, and address research questions concerning its effectiveness.

This is the feedback given by the participants using word walls, bar graphs, and percentages aiding in discovering the most frequently used words, as well as the number of participants that had similar points of view. It aids in seeing what message is being shared, showing why the participants were motivated to utilize the tutoring services in addition to how to best serve them in the type of environment that is best suited for learning.

Several themes surfaced from the data analysis, inclusive of personal and mental struggles, self-care practices, activities, and thought processes, expectations of parents, tutoring services, and center environment. Participants emphasized the importance of self-care in academic success, participating in activities such as exercise, meditation, and setting boundaries. Parental expectations and personal motivations also induced participants' decisions to seek tutoring support.

Concerning tutoring services, participants stressed the importance of a comfortable and well-equipped tutoring center environment. They valued personalized attention, qualified tutors,

and convenient scheduling, mentioning their impact on improving academic performance, increasing confidence, and addressing misconceptions.

Overall, the study underlines the crucial role of personalized attention, qualified tutors, and convenient scheduling in sustaining student success and improving the overall tutoring experience.

CHAPTER FIVE: DISCUSSION

This chapter discusses the implications for higher education professionals, recommendations for closing success gaps for first-time in college students through tutoring at a Texas Community College, and future research that can be generated to support the success of this student population. It will also give an insight into the research question and an understanding of how it is relative to current research. These research findings will share the relation or lack of to the current literature. The purpose of this qualitative case study

review was to explore the lived experiences of first-time college students, and how they choose to navigate the support systems of community college academics. This section will summarize and discuss the main components of the study.

The study gives way to first-time college students to share their lived experiences as they relate to navigating college and the methods of identifying how to utilize tutoring services. Moreover, how their perceptions were formed surrounding self-care as well as the ideals behind their motivation for tutoring. The importance of this type of study stems from the support this research will provide to the administration to design support services that are inclusive of data given by those they are supporting. The qualitative research method has allowed the participants to speak about their experiences in their own words. The Case Study phenomena framework was used to support the descriptive interpretation of the student's lived encounters. This type of research focuses on the experience of the individual participants (Peoples, 2021). The researcher thought it was important to allow for the student experiences to be considered and documented to inform administrators of the pathway that leads to success through tutoring. It aids those with oversight of the academic success centers to become better equipped and prepared when working with this population of students. The research shared the experiences of 10 First time in college

students attending a community college in Texas; and partaking in the math corequisite course offerings. Participants were able to discuss how they perceive the self-care impact on their higher educational goals. As well as how the academic success center helps students complete educational goals.

The outcome of the interviews produced themes that spoke to the findings of the literature review and focused primarily on personal and mental struggles, inclusive of self-care practices, activities, and thought processes, expectations of the parents. Tutoring services found the following themes, center environment, and comfortable workspace. Lastly, quality tutoring services had additional coding that led to personalized attention, qualified tutors, and convenient scheduling. The literature shared that tutoring programs are helpful for the development of various skills among students (Zilvinskis, 2022). The skills and learning style help students in their careers and enable their success for their entire life. Moreover, there are several advantages that a student could have while they avail of the tutoring support system. First, a student while using this tutoring service can experience individual learning experiences as they could feel an individualized learning experience that a student could not get in the classroom setting (Zilvinskis, 2022). Furthermore, tutors customize the lessons while looking at specific students' needs. Secondly, students could have one-to-one attention as this is a direct mode of communication where teachers adopt the teaching methods based on student's learning styles and act as private teachers of a particular student. Likewise, when students get proper attention and time their understanding level improves, and they can meet the pace of classroom studies. Thus, it positively impacts the students learning. Afterward, it positively impacts the self-esteem and confidence of the students.

Self-care is a critical component of academic success and is the primary method to balance stress and wellness as a college-level student (Alzankawi, 2021; UMass Global, n.d.), and was also mentioned by the participants under the theme of personal and mental struggles. Participants also shared, as the literature revealed that family support was a motivating factor in support of the use of tutoring. Participants shared that the expectations of their parents were the influential aspects of their motivation for seeking out assistance from tutoring support, however, the personal goal set by each of them played an even more significant role (Landhi et al., 2022). Research has shown the importance of academic success in educational goals and the support of those around the student playing a significant role in that success. This same sentiment was highlighted in the thoughts of participant five. Landhi et al., (2022) share that parents must provide support to their children in education as well as enable a good and peaceful environment at home for them. Besides this, they must support their children when completing school assignments and projects. Participant 5 said, “I was provided a tutor in elementary school because I was never taught how to multiply or divide (I was in 3rd grade). Because all the teacher would do was yell at me and get frustrated. She would never re-teach.”

Tutoring services, environment, and workspace were other themes mentioned by the participants. The literature shares that while tutoring becomes the reason for improved learning of students, it has other benefits inclusive of increased focus, as tutoring has fewer distractions due to few students. When students have such an environment where their only focus is to study and a tutor is available to guide them their learning attitude changes, and their interest in studies develops. This limited number of students helps them to avoid distractions and keep their focus on their studies. Along with that, it enables a sense of responsibility among students that they do their assignments without getting help. This improves their personal growth and attitude toward

learning. Participant 1 added, “I always look at comfort, I never want to be in an uncomfortable place cause I don’t want to do anything at that point”. Participant 6 stated “everything is about the space where you study, it has to be comfortable and have good lighting. If I’m not comfortable and can see, I have to find a new place to study”. Understanding the importance of the environment and workspace is key, the one-on-one or small group setting supports a better opportunity to have open communication with clarifying questions. Below are the results of the information collected from the research.

Theme: Personal and Mental Struggles

Self-Care

Participant 1 believes that mental health is an important factor in success in college. They are doing activities to purposefully focus on their well-being to support the demands of being a college student. “Self-care improves mental health by reducing anxiety, depression, and burnout. When I prioritize self-care, I am more resilient and better equipped to handle the challenges of academic life.”

Participant 3 also believes mental health is important, however, he incorporated additional methods to support his journey. “Mindfulness, exercise, and meditation are techniques I use to help manage stress levels, allowing me to do better academically.”

Participant 6 feels the impact of not taking care of yourself is greater than the time it takes per day to make sure you prioritize yourself.

Self-care allows me to focus on myself, whether it’s only a few minutes a day, or a couple hours a week. It helps me to return to my academics feeling more refreshed and ready to take on the challenges that my studies can present.

Participant 7 has not always thought about self-care, her focus was more on those who inspired her until she had to take a semester off to regroup and make sure she was not overloading herself.

Taking time out for myself was not something I have always done, my friends would talk about “me time”, however, that was not in my list of things to take care of. When I started to see a decline in my grades and my mood started to change, I thought about taking some time to focus on me.

Participant 10 describes self-care as “being essential for success”, it’s rare in my experience to see a male be so intentional about self-care, however, he shared that daily routines are essential for student success.

Self-care is not just a luxury, but it is a necessity for student success. By looking after my well-being, I can maximize my academic performance, enhance my overall quality of life, and lay a solid foundation for my personal and academic growth.

Activities and Thought Process

It was interesting to hear all the methods used to support positive mental health. Using the word wall method to assess the results the researcher found the most frequently used word was “time”. All the individuals expressed the significance of the special activities and thought process that aids them in finding success. Participants two and three shared dedicating time to find refreshing activities that they could plan was the goal.

Participant 2 shared their love of reading and meditation. Walks in nature rejuvenated Participant Three. Participant 1 says “I prioritize self-care by setting aside dedicated time each day for activities that rejuvenate me, such as meditation, and reading.”

Participant 3 added “I practice self-care through regular exercise and taking walks in the parks to experience nature.” Participant 5 shared, “Journaling is an instrumental part of my self-care routine. It allows me to reflect on my thoughts and emotions, gain clarity, and release any pent-up stress or anxiety.” While Participant 6 mentioned making sure to get enough sleep was how he saw his activity of support, burnout was what was mentioned he was trying to avoid. “I make sure to get enough sleep each night, as rest is essential for recharging my body and mind. Prioritizing sleep helps me stay energized and focused throughout the day.”

Participant 9 focused on setting boundaries as his activity of choice, there was an understanding of knowing how to say no when necessary.

Setting boundaries and saying 'no' when it's needed, is a form of self-care for me. It allows me to prioritize my own needs and avoid overextending myself, leading to a healthier balance in life.

Participant 10 makes cakes while listening to music. It seems to help disconnect from the digital world and reconnect with the inner self. “I make it a point to disconnect from technology and digital distractions on a regular. Leaving the screen time and social media helps me recharge and reconnect with the present moment.”

Expectations of the Parents

Participants revealed that setting personal goals was the most influential reason for seeking help from the tutoring center. Parental expectations also played a significant role in motivating students to utilize tutoring support. Alongside personal goals, family influence was a strong driver of their academic success. Participant 2 highlighted the supportive home environment, stating, “I have an environment at home that promotes learning and provides the necessary resources for learning with

tutoring assistance.” Participant 4 shared a similar sentiment, saying, “I maintain an open environment with my parents about my challenges and successes in my course. They give me support and share their goals for my life, and that gives me a push to keep on going.”

Participant 8 spoke about family inspiration: “My family demonstrated success to me, and as I saw them not just working hard but inspiring me to keep up the good work, that is what I kept hearing when I wanted to give up.” Participants 3 and 5 expressed that their desire to complete their courses successfully motivated them to seek tutoring support. Participants 4 and 6 noted that their urge to understand the material drove them to attend tutoring sessions. One participant shared, “I was always looking for ways that I could do better, although in certain classes it was harder for me to finish strong, tutoring gave me the extra boost that I needed.” Another said, “I wanted to complete my classes with a 3.0 grade point average, so I told myself I could get help from the teacher and the tutoring center.” Others mentioned, “My motivation for tutoring was just understanding what I was learning,” and “Knowing and learning what the instructor was talking about is my motivation for going to tutoring.”

Participant 10 recounted their mother’s encouragement: “My mom would tell me about the benefit of having the resources on campus with me in school. After I told her about not doing good on my first two tests, she said, ‘Don’t they have tutoring you could go to?’ That’s when I started to go.” Overall, the narrative demonstrates that personal goals, family support, and the drive to understand academic material are pivotal motivators for students seeking tutoring assistance.

Theme: Tutoring Services

The environment of the tutoring center was important to the participants. The environment of a college tutoring center plays a vital role in encouraging student success and academic growth. The research showed by utilizing internal motivating resources, reducing

external pressure, and using language and justification to make any activity more meaningful to the student, an environment that fosters autonomy can be created (Dong et al., 2021). The students learning environment serves as a supportive and helpful space where students can receive individualized support, encounter collaborative learning, and retrieve resources fitted to their specific requests. Community colleges develop their students' talents by providing high-quality instruction and fostering a lively learning environment through a variety of extracurricular activities (Dong et al., 2021). A positively charged tutoring center environment sponsors motivation, confidence, and a sense of belonging among students, encouraging them to seek help, ask questions, and enthusiastically participate in their academic journey. Additionally, an inviting and welcoming climate can relieve stress, improve focus, and boost effective communication between tutors and students, leading to more effective tutoring sessions and enhanced learning outcomes. Ultimately, the environment of a college tutoring center serves as a foundation for cultivating a culture of academic quality and student enabling.

Participants shared their thoughts on the ideal conditions for effective studying and the role of the tutoring center in their academic success. Participant 1 emphasized the importance of comfort, stating, "I always look at comfort, I never want to be in an uncomfortable place because I don't want to do anything at that point." Participant 5 highlighted the need for advanced technology and resources, saying, "For me, the center needs to have the best in technology and resources. I can't learn well if I don't have access to what is needed for success."

Participant 6 echoed these sentiments, stating, "Everything is about the space where you study. It has to be comfortable and have good lighting. If I'm not comfortable and can't see, I have to find a new place to study." Participant 8 added, "My study area is one of the keys to my success. I don't like clutter, so it has to be organized and comfortable. That helps my mind get

ready for learning." Participant 9 stressed the importance of having all necessary resources in the tutoring center, while Participant 10 emphasized the overall comfort of both the tutoring center and the campus. They shared, "I chose my college based on what I saw from the campus tour. I wanted quality, modern facilities, and knowledgeable people to support me on my educational journey." These insights collectively underscore the importance of a comfortable, well-equipped, and organized study environment, both within the tutoring center and across the campus, as crucial factors in supporting students' academic success.

Theme: Quality Tutoring Services

Quality tutoring services encompass personalized attention, qualified tutors, and convenient scheduling. The following areas under quality tutoring services were listed as items that are important to students when thinking about tutoring support. 80 percent of the participants selected personalized attention as being significant to them, it is also the area that improves performance, increases confidence, aids understanding, and reduces the achievement gaps (Hernandez, 2022). Overall, this study has shown the dire role of personalized attention in tutoring for supporting student success, promoting a better understanding, and enabling students to reach their full potential intellectually.

Qualified Tutors are next on the list of what is important to students when thinking about the tutoring support center. 80 percent of the population agreed that the quality of the tutors was essential for them. It was important to provide effective guidance, getting the message across when it came to explaining concepts and sharing information. Qualified tutors also help in addressing misconceptions and creating the environment necessary for growth as well as the development of students. Tutors maximize learning and aid students in finding ways to embrace continuous self-improvement.

Additionally, 50 percent of the participants said a convenient schedule was important to them. Convenient scheduling is necessary for tutoring centers to successfully serve their student population and improve the overall tutoring experience. By prioritizing accessibility and flexibility in scheduling methods, tutoring centers can improve support for student success and promote a culture of academic excellence. Focusing on scheduling helps by increasing retention rates and revoking barriers to participation. A convenient schedule also gives a better student experience, due to the likelihood of a positive perception. This experience can lean more toward increased recommendations and support to other students.

Participant 1 shared “extreme patience” was the key to successful completion of the math courses. Participant 4 highlighted more group study groups would help. “I would say, maybe a group study hosted by tutors at Lone Star would be a very beneficial and important service to offer students.”

Participant 9 said “tutoring in almost all subjects” would be a way to support more utilization. And is important to live up to the standard of things important when thinking about tutoring support. Lastly, the major reasons why students participate in tutoring services was due to the desire to understand concepts better, and to improve grades was the second reason. Based on the research given above the researcher can answer the following questions:

1. How does self-care impact FTICs academic success?
 - a. According to this study self-care facilitates students in directing their cognitive resources, encouraging their complete mental and physical well-being through engagements such as meditation, reading, walking, cooking, and resting. These activities collectively contribute to enhanced clarity and

focus, thereby underpinning the academic achievement of students (Curry & Epley, 2022).

2. How does the institution promote student success through tutoring for FTIC students academic success?
 - a. This research shows how the institution can foster students' academic success through its tutoring program, which not only provides students with conducive learning environments and access to tutors but also prioritizes the provision of necessary resources. Moreover, the institution can invest in comprehensive training and knowledge-based workshops for tutors, ensuring they are equipped with the skills and expertise required to effectively support student learning (Hazelbaker & Mistry, 2021).
3. How do students decide to utilize tutoring services?
 - a. According to the findings of this study, participants primarily base their decisions on personal goals. Subsequently, factors such as familial influence and faculty recommendations emerge as significant determinants in the decision-making process regarding the utilization of tutoring services
4. How does institutional messaging influence students' decision to utilize tutoring services?
 - a. By this recent study, academic achievement among students emerges as a pivotal factor in the fulfillment of their educational objectives. Thus, it remains imperative for educational institutions to sustain their backing of Academic Success Centers by allocating resources that facilitate the enhancement of physical infrastructure, human capital, and the provision of

requisite tools and materials for student assistance. This gives the message that tutoring support is a priority and brings a sense of normalcy for the student questioning if tutoring is right for them.

Limitations

Limitations to this study include the lack of viewpoints from a diverse population of students. This research was done 100 % with FTICs 18 – 22 and the study could be completed with all students participating in the corequisite Math offering and or English offerings. The study also focused on one community college and could have gotten samples from multiple institutions. Also, the methods of participation could have been more flexible, giving better access to individuals wanting to participate. Lastly, more of a historical view of the participant's demographics and traditions could have been understood to give a deeper understanding of why the perspectives of the participants led in a specific direction.

Recommendations for Future Research

Based on the findings and practice, recommendations from the study on enhancing the success of FTIC students through tutoring services at Texas Community College (TCC), further research could focus on the following areas:

In examining the impact of a tutoring center's environment on student success, it is crucial to investigate specific elements such as lighting, furniture arrangement, availability of technology, and noise levels. These factors can significantly influence learning outcomes by creating a conducive atmosphere for study. Another vital aspect to explore is tutor qualifications and training. Research could assess whether tutors with specific academic backgrounds, certifications, or training in pedagogy and student engagement techniques yield better student results. Furthermore, the effectiveness of personalized tutoring approaches versus standard

sessions should be studied. Individualized learning plans and one-on-one attention may enhance student confidence and academic performance.

Scheduling flexibility is also a key area of interest, as the availability of tutoring services, including hours of operation and session frequency, can impact student success. Optimal times and durations for sessions could maximize student engagement and learning outcomes.

Additionally, fostering a sense of belonging within the tutoring center might influence student retention and academic success. This can be achieved through community-building activities, peer support groups, and inclusive practices.

The role of technology in tutoring services warrants examination as well. The use of online platforms, digital resources, and interactive tools could enhance student accessibility, engagement, and outcomes. Longitudinal studies tracking the long-term impact of tutoring services on first-time-in-college (FTIC) students are also essential. These studies could measure academic performance, retention rates, and graduation rates over multiple years to assess sustained benefits.

Finally, comparative studies with other community colleges or universities can help identify best practices and successful strategies in tutoring services. Such comparisons could determine whether the findings at TCC align with broader trends or if unique factors are at play, thereby informing improvements and innovations in tutoring programs. By exploring these areas, further research can provide deeper insights into the most effective strategies for supporting FTIC students through tutoring services, ultimately leading to improved academic success and retention rates.

Promoting self-care among students is another key recommendation. Institutions should integrate self-care practices into their support services, providing resources and activities that help students manage stress and maintain their mental and physical well-being. Encouraging students to engage in activities like meditation, exercise, and setting boundaries can significantly impact their academic success. Furthermore, the institution should actively involve students in the design and evaluation of tutoring programs, using their feedback to continually improve services. This can be achieved through regular surveys, focus groups, and forums where students can share their experiences and suggestions.

Institutions should also enhance their communication strategies to emphasize the benefits and availability of tutoring services, making it clear that seeking help is a normal and encouraged part of the academic journey. This can help reduce any stigma associated with using these services and increase utilization. Lastly, expanding the scope of research to include a more diverse population of students and multiple institutions can provide a broader understanding of the factors influencing the success of FTIC students. This will help in developing more comprehensive and effective support strategies tailored to the diverse needs of the student population.

Conclusion

This research delves into the implications for higher education professionals, offers recommendations for Closing Success Gaps for First-Time in College students Through Tutoring at a Texas Community College, and suggests areas for future research to support the success of this student population. It provides an understanding of the research question's significance to current literature and goes over the main components of the study. This qualitative Case Study evaluation explored the lived experiences of first-time college students navigating community

college academics and utilizing support systems, particularly tutoring services. The research sought to inform administrators about students' pathways to success through tutoring, allowing them to design inclusive support services based on the results of firsthand student data.

Participants, including first-time college students in a Texas community college math corequisite course, shared their perceptions of personal and mental struggles inclusive of self-care practices, activities, and thought processes, as well as the expectation of parents; and the impact it has on their educational goals and the support received from academic success centers. Additionally, it focuses on the participant's views of tutoring services, involving the center environment, and workspace comfort. Lastly, looking into the thoughts participants had on the quality of the tutoring services, which highlights personalized attention, qualified tutors, and the convenience of scheduling. The study identified themes aligning with existing literature, including personal and mental struggles, expectations of parents, and the importance of tutoring services, center environment, and quality tutoring. The research stressed the importance of tutoring programs in developing students' skills and fostering individualized learning experiences. Participants highlighted the benefits of personalized attention, qualified tutors, and convenient scheduling in enhancing their academic performance and assurance. Moreover, the study accentuated the role of self-care in maintaining balance and wellness, with participants emphasizing its importance for academic success.

Limitations of the study shared a lack of diversity in participant viewpoints, focusing solely on first-time college students aged 18-22 in one community college. Recommendations for future research should also include exploring students' lived experiences more broadly, understanding tutors' needs for a knowledge base for how to address adult student learners, and investigating strategies to encourage students to regularly use academic support services.

Additionally, it should also be noted that there is a population of students that does not participate in tutoring services. This population should be studied to understand the reasons for lack of participation and the motivators that would encourage participation.

In conclusion, this research has shed light on the experiences of first-time college students navigating the academic circumstances of a Texas community college, particularly concerning their utilization of tutoring services. Through qualitative Case Study research, the study examined students' perspectives on self-care, parental expectations, and the effectiveness of tutoring programs in supporting their academic journeys. The findings featured the critical role of personalized attention, qualified tutors, and convenient scheduling in enhancing students' academic performance and confidence. Moreover, the importance of self-care arose as a vital component of maintaining balance and wellness, ultimately contributing to academic success. Overall, this study contributes to the body of knowledge on supporting first-time college students through tutoring services and provides valuable insights for higher education professionals. By understanding students' lived experiences and needs, administrators can better design inclusive support services that promote academic success and student well-being.

The findings have allowed a pathway to the researcher's journey to enhance the student experience at their institution by introducing students to the tutoring center at the onset of their orientation experience. Additionally, fostering positive relationships with the Administration in the academic success center (tutoring center). As well as building a budget for additional tutors through grant funds to address scheduling and balance of the student-to-tutor ratios.

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Appendix A

Email Participation Survey:

Are you between the ages of 18 – 22?

Are you a first-time college student?

Are you taking part in Math Co-requisite classes?

If you answered yes to all the questions above, you could be a part of a research study.

For more information or the next steps on joining, review and sign the attached consent PDF document, call, or email 346.298.1980, lking10@student.govst.edu.

Appendix B

Welcoming Email

Thank you for agreeing to participate in my research project, "Closing Success Gaps Through Tutoring at a Texas Community College". Your interview is scheduled for (date) via Zoom. Your Zoom meeting information is listed below.

Also, please sign the attached consent form and send it to me electronically approving your participation in the research and your understanding that your interview will be recorded. Thank you again and I look forward to speaking with you soon.

Have a great evening!

Latina King, MBA

Edd candidate, Higher Education Administration

Your meeting information is below: Join Zoom Meeting

Appendix C

Closing Success Gaps for First Time in College Students through Tutoring at a

Texas Community College

Introduction: You are being asked to participate in a research project about the lived experiences of First-Time in College Students (FTICs), the strategies they implement for success, and those that influence their educational advancement.

Please read this form carefully and take your time to understand its contents. Feel free to ask any questions before deciding.

Purpose: The purpose of this [study] is to discover the lived experiences of FTICs, the strategies they implement for success, and those that influence their educational advancement.

Procedures: Recruiting participants occurs during weeks one and two, contacting potential participants, and following up with emails and phone messages. week two is dedicated to preparing for the interview which will take one hour.

Risks and Discomforts: Sharing thoughts on experiences and strategies that impact educational decisions.

Benefits: It is beneficial to learn the importance of student support to ensure higher education leaders meet the needs of the current and future student population. Administrators will be able to review the research found because of this study and better prepare themselves to strategize supportive plans with an understanding of the experiences of FTICs. Furthermore, with this level of understanding, the implementation of these new support methods can be completed with ease.

Confidentiality: Confidentiality is of utmost importance; no identifiable information will be shared.

Voluntary Participation: Your participation in this [study] is entirely voluntary. You have the right to refuse to participate or to withdraw at any time without penalty.

Alternatives: You are not required to participate, should you choose to decline this invitation no penalty will come to you.

Contact Information: If you have any questions or concerns about this [study], please contact:

- Latina King (Student Investigator) Dr. Matthew Cooney (Advisor)
- 346.298.1980
- Lking10@student.govst.edu

Consent: By signing below, you acknowledge that:

- You have read and understood the information provided in this form.
- You have had the opportunity to ask questions and have received satisfactory answers.
- You voluntarily agree to participate in this [study].

Printed Name of participant

Signature Participant

Date

Printed name of person obtaining consent

Signature of person obtaining consent

Date

Appendix D

Interview Questions

1. How does self-care impact student success?
2. How do you practice self-care?
3. Tell me about a great encounter you have had with tutoring services.
4. Tell me about a disappointing encounter you may have had with tutoring services.
5. What things are important to you when thinking about tutoring support?
6. What influences your decision to participate in tutoring services?
7. What are the major reasons why you participate in tutoring services?

Personal Goal

Faculty Suggested

Peer Invitation

Family Encouragement

8. If you had one minute to give feedback to those who designed the tutoring support service program what would you say?
9. Is there anything you would like to share about academic support services?

Appendix E

Research Questions

1. How does self-care impact FTICs academic success?
2. How does the institution promote student success through tutoring for FTIC students academic success?
3. How do students decide to utilize tutoring services?
4. How does institutional messaging influence students' decision to utilize tutoring services?